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ABSTRACT

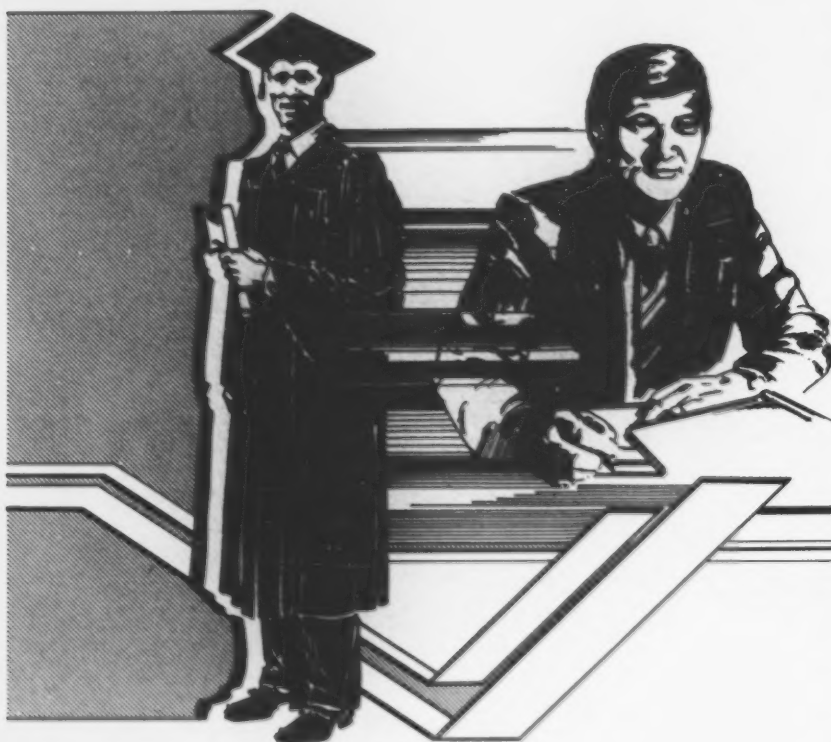
The perceptions of individuals with postgraduate management training at a South African university concerning their management training, their managerial skills, and their career anchors (the dominant elements governing an individual's career choices) were studied. The theoretical framework for the study was based on the organizational/individual interaction as well as on components of managerial competence. From a study of 1,005 questionnaires, it was found that, apart from the training in some specialized subjects, the majority of respondents were satisfied with the standard of training at the business schools. The respondents indicated, however, that their job experiences were of more value than their management training as far as the development of managerial skills was concerned. Their assessment of the degree to which they possessed the requisite managerial skills was influenced by their age group, managerial level, and employer sector. The dominant career anchor of the group was identified as managerial competence. It was also found that their career anchor influenced their choice of employer sector as well as the occupation and geographical location they chose. Their career anchor also varied according to age and managerial level. The study questionnaire is appended. (Author/SW)

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Isa Slabbert



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An evaluation of the management training and the career anchors of a group of MBA/MBL graduates

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EKSERP

Die Instituut vir Mannekragnavorsing het 'n studie onderneem om te bepaal hoe persone met nagraadse bestuursopleiding aan 'n Suid-Afrikaanse universiteit hulle opleiding en hulle eie bestuursvaardighede evalueer en wat hulle loopbaanankers is. Die inligting vir die projek is verkry van posvraelyste in albei landstale. Daar was altesaam 1005 vraelyste wat verwerk kon word. Daar is vasgestel dat die respondente merendeels tevrede was met die standaard van opleiding aan bestuurskole, afgesien van sommige spesialisasievakke. Die respondente het egter aangedui dat hulle werkervaring, sover dit die ontwikkeling van bestuursvaardighede betref, van meer waarde as hul bestuursopleiding was. Hulle evaluering van die mate waarin hulle bestuursvaardighede besit, is beïnvloed deur hulle ouderdom, bestuursvlak en werkgewersektor. Die dominante loopbaananker van die respondentegroep is geïdentifiseer as bestuursbekwaamheid. Dit het verder geblyk dat hulle loopbaanankers die keuse van werkgewersektor, sowel as die beroep en geografiese ligging wat hulle gekies het, beïnvloed het. Die loopbaanankers het ook gewissel volgens ouderdom en bestuursvlak.

ABSTRACT

The Institute for Manpower Research did a study on how persons with postgraduate management training at a South African university evaluate their management training, rate themselves on managerial skills and what their career anchors are. The information for this project was obtained with a postal questionnaire in both official languages. A total of 1005 questionnaires was processed. It was found that, apart from the training in some specialized subjects, the majority of the respondents were satisfied with the standard of training at the business schools. The respondents indicated that their job experiences were however of more value than their management training as far as the development of managerial skills was concerned. Their assessment of the degree to which they possessed the managerial skills was influenced by their age group, managerial level and employer sector. The dominant career anchor of the group was identified as managerial competence. It was also found that their career anchor influenced their choice of employer sector as well as the occupation and geographical location they chose. Their career anchor also varied according to age and managerial level.

CHAPTER 1 : INTRODUCTION

1.1 BACKGROUND AND AIM

In many occupations the career path followed, leads to a managerial position - a position that has its own unique demands and complexity.

Management is the process of getting things done with and through other people - the process of setting objectives, organizing resources to attain these predetermined objectives, and then evaluating the results for the purpose of determining future action, all working with and through the people in the organization (Badawy 1982:4-5; Hodgetts 1982:3 et seqq.). The manager is a person who should have the ability to work with and through other people, to set objectives, organize resources, evaluate results and plan for the future. He has to have interpersonal as well as planning, organizing and controlling skills and he must also be trained in using those skills.

The world of the modern manager has changed considerably during this century - organizations are larger, more diverse, geographically more dispersed and technically more sophisticated. These trends have made the manager's job very demanding, difficult and complex. Ever increasing demands are also being made on him with regard to his skills and training.

The South African manager not only faces the demands made on him, but is also confronted with the fact that there is a general shortage of managers, consequently placing him under tremendous work pressure. According to calculations made by Sadie (1981:14 et seqq.) the White male population, which has to date been the primary source of

South African managers, will not be able to produce the additional number of future managers needed. This is mainly due to the fact that the expected growth in the White male population is less than the expected demand for additional managers (Sadie 1981:14; Jackson 1982:13-15).

This higher demand for additional managers emphasizes the importance of utilizing and developing every available source. The trained management corps in South Africa can make a valuable contribution, not only because of its important role in the South African economy, but as a source of information for the identification and development of future managers.

Detailed information on managerial skills as well as the reasons for choosing management as a career, should be obtained from trained managers, and their training and job experiences should be evaluated in terms of their value in obtaining managerial know-how and developing managerial skills.

Postgraduate management training at a business school is probably the most advanced formal management training available in the country. In the light of the shortage of managers in South Africa, it is imperative that these courses suitably equip the manager or prospective manager for his task. The graduates who have completed such training should be able to provide a measurable, though objective, judgement of the effectiveness of the training received.

In operational terms the aims of this study are the following:

(a) To examine how those individuals who have received postgraduate management training at a South African university view the training they received in the development of managerial know-how and skills.

(b) To study how management training relates to the different work experiences of the graduate.

(c) To determine how those who attended management training rate themselves with regard to the degree to which they possess managerial skills.

(d) To establish the career anchors of those who attended management training and what factors influence these anchors.

1.2 THEORETICAL FRAMEWORK

The individual, in this case the manager, cannot be studied in isolation as he depends on an organization for a career. The manager, on the other hand, cannot be studied if one does not know what is meant by a competent manager. A theoretical framework was therefore developed dealing with the organizational/individual interaction as well as the components of managerial competence.

1.2.1 Organizational/individual interaction

"For most of human history, people have depended upon themselves, farmers, craftsmen, traders, and landlords for the goods, services, and employment they needed"

(Kotter 1982:1). Today this function is performed mainly by organizations, which are the result of individuals' need for more than they can produce themselves. The individual is, in many cases, dependant on the organization for employment and a career. The individual and the organization have needs and goals of their own, which can be satisfied if they start interacting with one another.

Figure 1.1 is a model illustrating this organization/individual interaction. In this figure the organization, with its needs and goals, is shown in the block on the left (Block A) while the individual, with his needs and goals, is seen on the right (Block C). The interaction between these two is illustrated as a process of negotiation by means of which the needs of both organization and individual have to be satisfied (Block B).

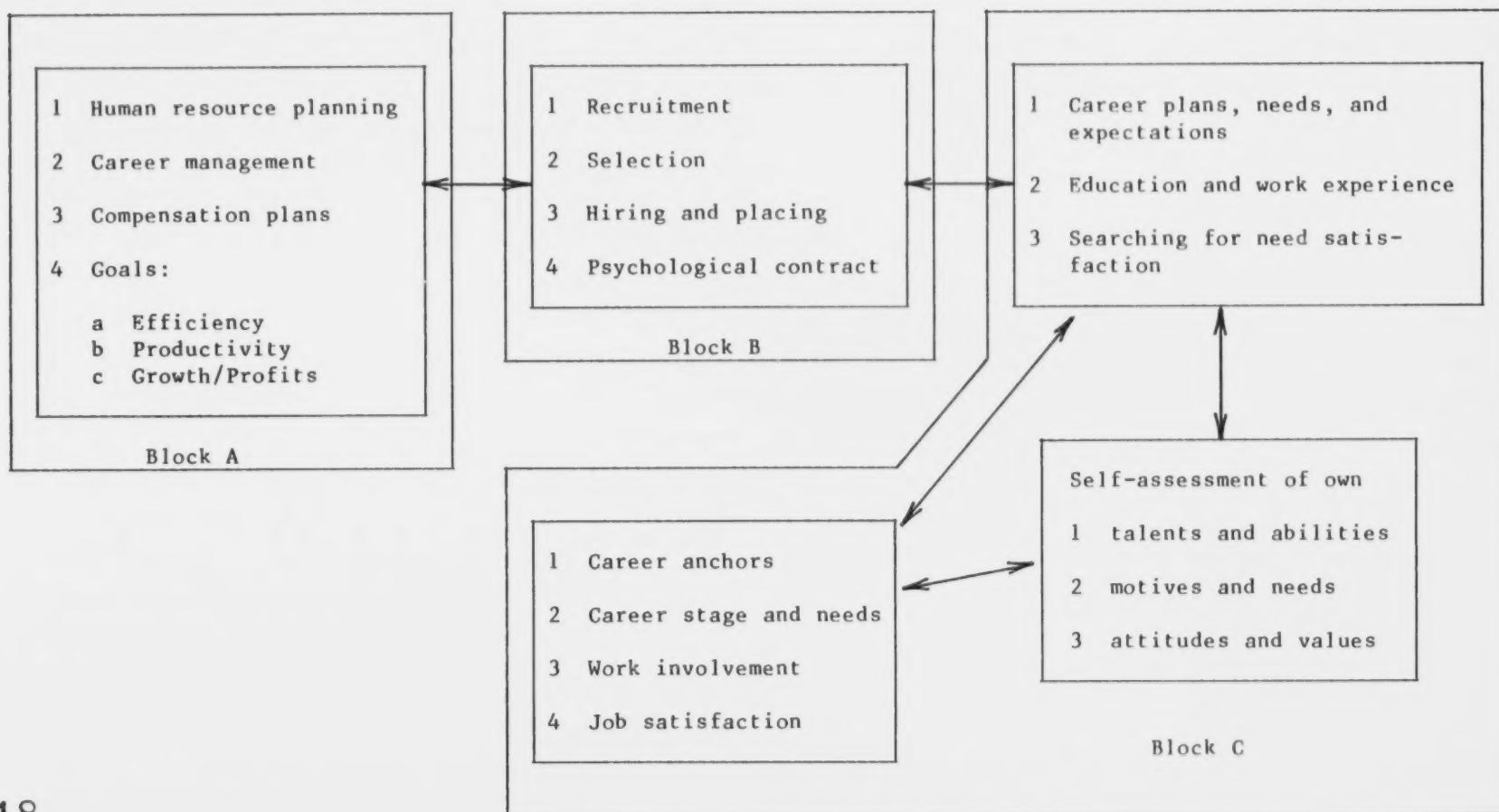
Schein (1980:14) defines an organization as "... the planned coordination of the activities of a number of people for the achievement to some common, explicit purpose or goal, through division of labour and function, and through the hierarchy of authority and responsibility."

From this definition it can be said that an organization consists of two "sides" - a human (people) and a goal side - which are in close interaction. The activities of the human side reflect the organization's need for the right people. These activities are the following (see Block A in Figure 1.1):

- (a) Doing human resource planning - assessing the types of jobs available and the number of people needed.
- (b) Developing career opportunities for the people by means of job rotation, promotion, motivation, etc.

FIGURE 1.1

THE ORGANIZATION/INDIVIDUAL INTERACTION MODEL



(c) Presenting compensation plans - compensating them according to their efforts, qualifications, etc.

(d) Enabling these people to obtain knowledge and to fit into the organization through development and training.

The goal side of the organization refers not only to the ultimate goal of what the organization wants to do, manufacture or stand for, but is much broader. In the organization's interaction with the individual it has the following goals:

(a) Organizational efficiency: The "... ability of the organization to produce outputs with minimum use of inputs" (Gibson et al. 1982:632).

(b) Productivity: This refers to the individual's commitment to take resources into the work area and use them to produce goods and services in the most effective way (Warner 1985:5).

(c) Growth and profits: To increase the organization's capacity to respond to current and future environmental demands, and to increase the gap between cost and income.

The individual, on the other hand, has goals of his own and he enters the interaction process with these in mind (see Block C). He has certain career plans, needs and expectations which are built on his career and development history - that is the type of assignments he has undertaken in the past as well as the training and development programmes he attended. He is searching for a career that will satisfy his plans, needs and expectations (need satisfaction) (Block C.1).

These career plans, needs and expectations are developed through gaining work experiences which are the result of his career anchor, the career stage in which he finds himself at a particular time, the needs of that specific career stage, and his work involvement and job satisfaction (Block C.2). In each stage of the career cycle (i.e. entry into the world of work, basic training, full membership - early and midcareer, midcareer crises etc.) the individual is confronted with different issues and tasks which again influence the work involvement, job satisfaction, career plans, needs and expectations.

During the early career the new employee gains self-knowledge and develops a clearer occupational self-concept (occupational attitude) through successive trials and new job challenges. This self-concept is his "... career anchor ... a self-concept that organizes and constrains career decisions" (Schein 1978:80). This career anchor is derived from the individual's self-perceived

"(a) talents and abilities - based on actual successes in a variety of work settings

(b) motives and needs - based on opportunities for self-test and self-diagnosis in real situations and on feedback from others

(c) attitudes and values - based on actual encounters between self and the norms and values of the employing organization and work setting" (Schein 1978:125) (Block C.3).

When the interaction between the organization and the individual begins, the two parties enter a stage in which the needs of both are matched to obtain satisfaction for both. This matching stage can be seen as "... a kind of

negotiation between the 'recruits' and the organizational members with whom they deal ... (negotiation process in Block B) (leading to a)... viable psychological contract - a matching of what the individual will give with what the organization will give relative to what the individual expects to receive" (Schein 1978:82). The psychological contract consists of two sets of expectations: those of the employee and those of the employer (Knapp 1980:76).

Before the psychological contract becomes reality, both the individual and the organization must learn of each other's needs. This occurs through the organization's recruitment and selection processes which occur prior to accepting a job, and the actual hiring decision and initial job placement. In recruitment and selection the organization states its needs and the individual reacts to them by applying for the job. This is followed by the organization's comparison of what it wants and what the individual offers. In the hiring and placing process the individual makes his other needs known which the organization accepts, then the legal contract follows which facilitates the stipulations both parties have agreed upon.

Only when this negotiation/matching process has reached the final stage, namely hiring and placing, will it be complete. Neither organizational effectiveness nor individual satisfaction can be achieved unless the organization's needs and the needs of the individuals who spend their working lives in that organization, coincide.

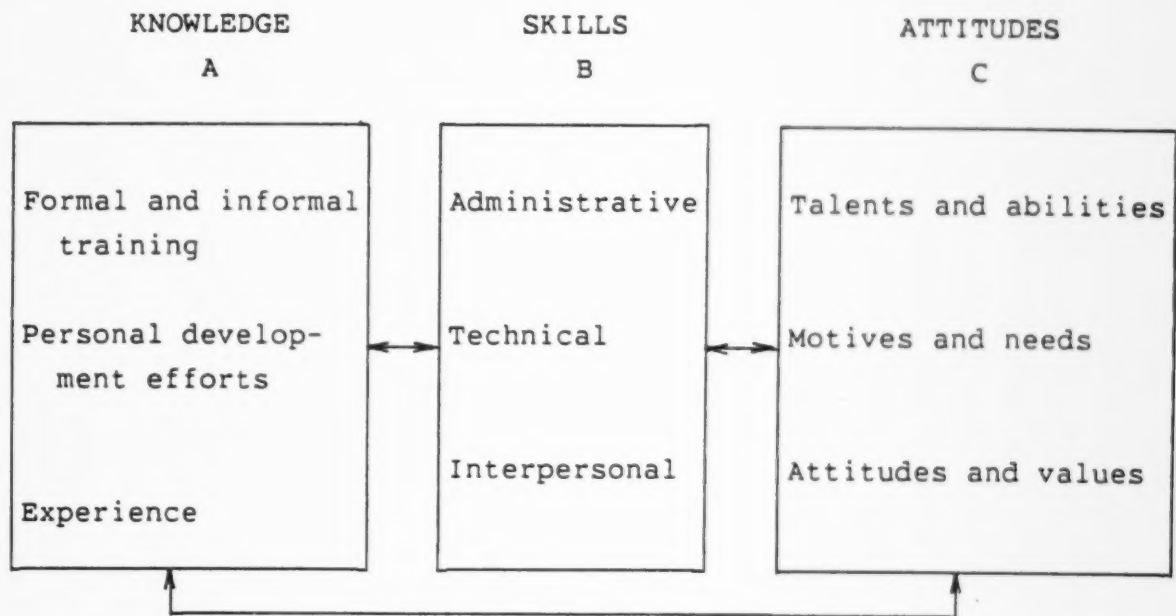
The individual's career starts when the matching process is complete. As was stated earlier, for many this can lead to a managerial position - the manager being an essential component in the individual/organizational inter-

action. His work experiences within the organization (whether in only one or more than one organization) can have an effect on his career and personal development, and this forms part of what is studied in this report.

1.2.2 Components of managerial competence

According to Badawy (1982:15-20) managerial competence has three interrelated components: "knowledge, skills and attitudes". With the individual and his career plans, needs and expectations in mind, a framework was developed around these components (see Figure 1.2)*, which are made up of different factors. The components are defined as follows:

FIGURE 1.2 : COMPONENTS OF MANAGERIAL COMPETENCE*



*This figure was derived from "Figure 2.2 Ingredients of managerial competency" in Badawy (1982:17).

(a) Knowledge

"Like medicine and engineering, management requires the practitioner to acquire a specific body of knowledge. Management as a discipline has a body of knowledge, consisting of observations, concepts, principles, hypothesis, foundations and theories ... there is considerable evidence that management is learnable, that people can learn about it just as they can learn about other fields of human experience such as music and surgery" (Badawy 1982:17).

Management knowledge is essential for effective management practice and can be acquired via formal and informal training, personal development efforts and experience (Block A in Figure 1.2).

(b) Skills

Management knowledge alone is not enough for managerial competence - a set of professional management skills must also be developed. "While management theory is a science ... (thus learnable) ... management practice is an art ... (which can be developed)" (Badawy 1982:18). A skill can be defined as "... a learned power of doing a thing competently ... a developed or acquired aptitude or ability ... the ability to use one's knowledge effectively and readily in execution or performance" (Gove 1961:2132). According to these descriptions a management skill is defined as a developed or acquired ability that enables one to become a competent manager - to use managerial knowledge effectively and readily in managerial practice.

Assumptions about what these skills should be, are made in all decisions concerning selection, deployment, pro-

motion and development of actual or potential managers. These assumptions are of strategic importance and have led to a considerable amount of research effort to find relations between various skills and personality attributes and managerial success and effectiveness. The early approaches were based on the notion that there should be one universal set of skills underlying performance in all managerial situations. Later research, however, has shown that each situation needs to be studied separately, and the conclusions drawn are only applicable to that situation and cannot be generalized to other situations. Campbell et al. (1970) show that, in general, the greater the homogeneity between members of the sample of managers studied in terms of their work activities, the higher the correlation between predictor variables (measures of skills, qualities, characteristics) and criteria variables (measures of performance, effectiveness, success).

The implication of this is that any theory of managerial qualities and performance should be a "contingency theory" allowing for the fact that the qualities which determine success or effectiveness will be contingent on the situation. This, however, does not mean that only a series of "local" theories for a specific situation can exist, independent of an overall theory. It implies that such an overall theory must describe the different types of situations in which managers are required to perform. All the different possible types of skills or qualities that could determine performance in these various situations should be described. Some managers, by virtue of possessing certain qualities and skills, are able to perform well in many different situations, possibly because these special qualities and skills allow them to acquire and develop those other situation specific qualities and skills as they become relevant.

Badawy (1982:18-19) classified managerial skills in three main categories (see Block B in Figure 1.2), viz:

(i) Technical skills

The ability of the manager to develop and apply certain methods and techniques related to his tasks. This also encompasses a general familiarity with and understanding of the activities in his department and their relation to other company divisions.

(ii) Administration skills

This relates primarily to the manager's ability to manage - to organize, plan, direct and control. It is the capacity to build a workable group or unit, to plan, make decisions, to control and evaluate performance, and to direct subordinates by motivating, communicating and leading them into certain directions that would help the organization achieve its objectives most effectively.

(iii) Interpersonal skills

Since managing is a group effort, managerial competence requires a superior ability to work with and through people - to interact with, motivate, influence and communicate with people.

(c) Attitudes

Attitudes are "... the manager's value system and beliefs toward self, task, and others in the organization ... (they tell us what is dominant in an individual at a certain time ...)" (Badawy 1982:19). One has to have the drive and motivation to be a manager in order to become a competent manager.

Schein (1975:11) established that " ... (c)ertain motivational/attitudinal/value syndromes formed early in the lives of individuals apparently function to guide and constrain their entire careers." He calls this combination of needs and drives a "career anchor ... which serves to guide, constrain, stabilize, and integrate the person's career" (Schein 1978:127).

This career anchor is derived from a person's self-concept, which is developed as one's career progresses. This self-concept is built on one's

(1) abilities and talents: what one is good at and what one is not good at;

(2) motives and needs : what one ultimately seeks in one's career (for example, good income, security, interesting work);

(3) values (and attitudes): what kind of company, work environment, product, or service one wants to be associated with (DeLong 1982:51) (see Block C in Figure 1.2).

This self-concept is based on actual successes in a variety of work settings (talents and abilities), opportunities for self-testing and self-diagnosis in real situations and on feedback from others (motives and needs), and actual encounters between self and the norms and values of the employing organization and work setting (attitudes and values) (Schein 1978: 125).

A competent manager is someone who has as his ultimate goal, management per se - having a strong motivation to rise to positions of managerial responsibility. Career experiences enable him to believe that he has the knowledge, skills and attitudes necessary to rise to such a

position. Certain categories of managerial skills a manager might need in his job as well as different career anchors that exist, were identified for the purposes of this study and they are defined in the following section.

1.3 DEFINITION OF CONCEPTS

The two concepts which, together with information regarding the management training of the survey group, will be the basis of this study, are managerial skills and career anchors (attitude) (see Par. 1.1.2). A short description of each was given in Par. 1.2.2 (b) and (c), where they were identified as two of the three components of managerial competence - knowledge, skills and attitudes. In the following paragraphs the different categories of these two concepts will be discussed. (The information on management training is regarded as the knowledge component of managerial competence.)

1.3.1 Managerial skills

A managerial skill is defined as "a developed or acquired ability that enables one to become a competent manager - to use managerial knowledge effectively and readily in managerial practice (see Par. 1.2.2 (b)).

Fourteen managerial skills were identified, by attempting to suggest categories of all possible skills and qualities relevant to managerial situations in general, rather than by giving a list of all specific skills and qualities.

Some of the skills and their definitions might be seen as personality traits and attributes rather than abilities that can be acquired. Burgoyne et al. (1976:19-29), how-

ever, defined them as skills that can be acquired through "... training, job experiences, living, etc." They were accepted as such for the purpose of this study. The fact that some of them can also be taken as managerial knowledge and attitudes (see Par. 1.2.2 (a) and (b)), illustrates the close interaction that exists between the three components of managerial competence. The fourteen managerial skills are defined as follows*:

(a) Command of basic facts

This refers to the skills required to absorb and integrate basic facts, such as the determination and knowledge of the level of stocks, the price of a commodity, the names of persons with specific functions, and the structure of the organization etc.

(b) Relevant professional understanding

Referring to those skills necessary to obtain knowledge of a more technical nature (of the technology of a product or production processes, advertising or accounting practice, etc.) and to obtain realistic knowledge about the business world (that is knowledge of important inputs to managerial decisions).

* The definitions of skills (a) to (j) are derived from Burgoyne, et al. (1976:19-29) while that of skills (k) to (n) were developed during the discussions with the two business schools situated in Pretoria.

(c) Continuing sensitivity to events

Those skills concerned with perceptiveness and obtaining data are relevant here. The skills involved in obtaining "hard data" of quantities, facts, and figures, and "soft data" of other people's feelings, emotions, level of satisfaction and dissatisfaction, and the processes influencing the behaviour of groups and organizations, and using them in managerial decisions are implied in this category.

(d) Analytical, problem solving, decision/judgement-making skills

This can be seen as a store of analytical problem-solving and decision-making procedures, skills or programmes, from which relevant information can be obtained to be used in current plans. The ability to identify problems, to consider alternatives/likely outcomes against criteria for choice as well as skills in planning the necessary sequence of actions to achieve an objective and calculating the return from an investment (working with "things").

(e) Social skills and abilities

This category includes skills appropriate to plans and decisions which are concerned with working with and through people, and the group and organizational processes which stem from the fact that they are made up of people (working with people and this includes leadership).

(f) Emotional resilience

This refers to skills which enable the manager to work effectively in stress-inducing situations and skills which allow him to remain sensitive to threatening data and situations without over-reacting to them in a way that damages his capability to work on them. It implies the readiness to be stimulated by emotional and interpersonal crises rather than becoming exhausted or debilitated by them.

(g) Proactivity

This category consists of those qualities and skills that contribute particularly to the goals which the manager pursues. It refers to the inclination to respond purposefully to events and positively seeking to achieve. It determines the extent to which a person is capable of persevering until the goal is reached and to take risks, and it contains those skills needed to implement decisions and to get things done.

(h) Creativity

These skills include both the ability to come up with unique new approaches to situations, and having the imaginative breadth to immediately recognize and make use of new approaches from elsewhere.

(i) Mental agility

This refers to practical intelligence or general thinking skills. This skill includes both general mental capacity for understanding complex situations, and the speed with which this is done. It means being able to grasp problems instantly and to think about them; to think of se-

veral things at once and to switch rapidly from one situation and problem to another.

(j) Balanced learning habits and skills

These are the skills which enable one to accept the wisdom of an expert and to learn from him, but also to make up one's own mind about what is right or wrong. It means being capable of abstract as well as concrete, practical thinking, and being able to relate one to the other and move rapidly between them. It includes being capable of using various different learning processes, such as input (receiving expository teaching), discovery (trial and error or personal experimentation), and reflection (analyzing and reorganizing existing experiences and ideas). General detail on management skills are also included in this category.

(k) Time management

This includes being able to exploit the available time to the absolute maximum and to prevent another person from wasting his or any other person's time. It also implies being able to allocate one's time according to the importance of a project and according to the urgency of the work.

(l) Supervising skills

Being able to manage the work of other people and to organize and integrate their activities so that the objectives of the work group will be achieved. The ability to take firm action when subordinates deviate from set aims, to give credit where due and to show subordinates that their responsibilities are also included.

(m) Self-confidence and decisiveness

Effective handling of problems and situations in which an individual may find himself, and the speed, readiness, and confidence with which decisions are made, are included in this skill.

(n) Communication skills

This category includes the ability to communicate ideas, proposals, and decisions in writing and/or orally so that they are clear and comprehensible. This also implies being quick in providing both superiors and subordinates with the necessary information to achieve a set aim.

The abovementioned skills all "... contribute to successful managerial performance" (Stuart et al. 1977:5-16). In the next section the concept of career anchors will be discussed - this refers to the "... self-image which the person holds of what he or she is good at, wants and values" (Schein 1982:1).

1.3.2 Concept of career anchors

The concept of career anchors is identified as the attitude component of managerial competence (see Par. 1.2.2 (c)). The concept of career anchors was developed by Edgar Schein in 1975 during a study of a group of Alfred P. Sloan, School of Management Alumni who had completed their graduate training in the early 1960s and had spent more than a decade in their life careers (Schein 1975:11-12; DeLong 1982:50-51).

When talking about career anchors it is necessary, for the sake of clarity, to define what is meant by a career.

Schein (1978:13) defines a career as "... a set of stages or path through time that reflects:

(1) An individual's needs, motives and aspiration in relation to work.

(2) Society's expectations of what kinds of activities will result in monetary and status rewards for the career occupant."

Both individual and organizational definitions of what are worthwhile activities to pursue throughout a lifetime are reflected in a career. On the one hand a set of job descriptions and organizational norms about what the rights and duties of a given title in an organization are, is reflected, while on the other hand a set of needs and motives which the individual is attempting to fulfil through the work he does and the rewards that he obtains for that work, exists (Schein 1975:13). (See also Figure 1.1.) The career anchor concept refers to the latter - that is the needs and motives in the individual, his self-image of what he is good at, wants and values, and how these are met in a career.

Nine career anchors were identified by Schein (1975, 1978 and 1982) and DeLong (1982, and in Katz 1982) and they were classified and defined as follows:

Anchors 1 and 2 : Security

"Some people find that they have an overriding need to organize their career in such a way that they will feel safe and secure, that future events will be predictable, and that they can relax in the knowledge that they have made it - security and stability become an overriding issue which comes to guide and constrain all career deci-

sions at all times. Such people often seek jobs in organizations which provide job tenure, which have the reputation of never laying off people, which have good retirement plans and generous benefits, and which have the image of being strong and reliable in their industry" (Schein 1982:22).

Two groups of people whose careers are anchored in security were identified (two security anchors):

(a) Security 1: This person becomes a kind of organization man, looking for an organization that provides long-term stability, good benefits and basic job security (Anchor 1 : Security based on job tenure).

(b) Security 2: The persons with this anchor link themselves to a geographic area. They are putting down roots in a community and investing in a house and a way of living and would rather shift jobs or organizations whenever necessary in order to avoid being uprooted. (Anchor 2 : Security based on geographical stability).

Anchor 3 : Technical/functional competence

"Some people discover as their careers unfold, and as they get into certain areas of work, that they have a strong talent and high motivation for a particular kind of work. As these people move along in their careers they further discover that if they are moved into other areas of work they are less happy and less skilled, and begin to feel pulled back to the area they are competent in and like. They build their sense of identity around the content of their work, the technical or functional area in which they are succeeding, and develop increasing skill in that area, becoming the modern version of the craftsman whose ambition is to become better and better

in the craft" (Schein 1982:25). Technical/functional people are motivated by the challenge of the actual work they do. Their anchor is the technical field, functional area, or content of their work, not the managerial process itself.

Anchor 4 : Managerial competence

Some people "... discover as their careers progress that they really want to become general managers, that management per se interests them, that they are competent in it, that they want to reach a level in the organization where their managerial efforts and decisions will make the difference between organizational success and failure. For this group of people it is advancement, high levels of responsibility, opportunity to contribute to the welfare of their organization, leadership opportunities and high income which are the most important job values and become their criteria of success" (Schein 1982:28).

The fundamental basis for the managerial competence anchor is to be competent in the complex activities that comprise the idea of management. People who really want to become managers have to learn in three basic areas, each of which is important for effectiveness (Schein 1978:135-136):

- (1) Interpersonal competence - the ability to influence, supervise, lead, manipulate and control people toward the more effective achievement of organizational goals.
- (2) Analytical competence - the ability to identify, analyse and solve problems under conditions of incomplete information and uncertainty.

(3) Emotional competence - the capacity to be stimulated by emotional and interpersonal issues and crises rather than to be exhausted or debilitated by them, to bear high levels of responsibility without becoming paralyzed, and the ability to exercise power and make difficult decisions without guilt or shame.

Anchor 5 : Entrepreneurship and creativity

"Some people discover early in their careers that they have an overriding need to create a new business of their own by developing a new product or service, by building a new organization through financial manipulation, or by taking over an existing business and reshaping it in their own image (this does not refer to the inventor or the creative artist). The entrepreneur's creativity reflects a particular need to make his or her mark through creating an empire, a successful business which will survive on its own, and/or a financial fortune which will reflect the skill of the entrepreneur" (Schein 1982:24). Creative-orientated individuals keep getting into new ventures and trying their hand at new kinds of projects.

Anchor 6 : Autonomy and independence

"Some people discover that they cannot stand to be bound by other people's rules, by procedures, by working hours, dress codes and other norms which inevitably arise in most organizations. They discover that whatever the area they are working in, they have a need to do things in their own way, at their own pace, and against their own standards. They find organizational life to be restrictive, irrational, and/or intrusive into their own private lives and therefore prefer to pursue their careers on their own terms" (Schein 1982:23). Autonomy-orientated individuals are seeking work situations in which they

will be maximally free of constraint to pursue their professional and/or technical/functional competence.

Anchor 7 : Sense of service/dedication to a cause

"Some people enter an occupation because of some critical values which they are trying to work out. They are oriented more to the values embodied in their work than the actual talents or areas of competence involved" (Schein 1982:30).

Individuals who are service-orientated are concerned with seeing people change because of their efforts. They want to use their interpersonal and helping skills in the service of others.

Anchor 8 : Identity

For some people just to achieve and sustain an occupational identity, functions as an anchor. Such people "... seek occupational situations which would clearly define their role externally through titles or other highly visible means, even though such external symbols might have relatively little to do with the work they perform. Identification with a powerful or prestigious employer or organization often serves this function" (Schein 1978:170). Identity-orientated people are guided throughout their career by the status and prestige of belonging to certain companies or organizations.

Anchor 9 : Variety

There may be people in all occupations who are restless spirits, but not in the same sense of the entrepreneur. Rather one may find people whose talents cover a wide spectrum and whose basic needs and values are to express

the full range rather than to exercise more limited talents in depth over a shorter period of time. These people are motivated by the fact that they can participate in many areas of work and will follow a career that provides a maximum variety or types of assignments and work projects" (Schein 1978:171). Variety-orientated people desire a large number of different types of challenges in their careers.

According to Schein (1978:126) "... career anchors can only be discovered over a number of years during the early career, because one cannot know until one encounters a variety of real-life situations how one's abilities, motives and values will in fact interact and will fit the career options available." Nor can career anchors be seen "... simply as a new list of motivational constructs to be compared with those of Maslow, McClelland or other motivational or value theorists" (Schein 1978:171). However, career anchors do reflect the following:

- (a) the underlying needs and motives which the person brings into adulthood,
- (b) the person's values, and
- (c) his "discovered talents".

1.4 METHOD AND SURVEY GROUP

1.4.1 Method

A postal questionnaire was used to obtain the necessary information for this study (see Appendix A). The ques-

tionnaire was based on relevant research* done in this field. In compiling the questionnaire, certain questions relevant to the aims of this study were taken from this research.

The questionnaire can be divided into two sections:

(a) The first containing information on and relevant to the respondents' management training, including the questions concerning their managerial skills (using the research done by Burgoyne and Stuart), and

(b) the second containing information regarding their career orientation in order to determine their career anchors (using Schein's research).

A pilot study was undertaken in which the draft questionnaire was administered to a sample of 80 respondents during 1982. Each respondent was requested to complete the questionnaire and comment on how it could be improved. Their replies were not analysed but were used, together with their comments, in drawing up the final questionnaire. The questionnaire was also discussed with the two business schools situated in Pretoria and their comments were also incorporated in the final questionnaire.

1.4.2 Survey group

The survey group consists of graduates who obtained a postgraduate degree in management training at a South Af-

*The research referred to is that done by Burgoyne (1973) and Burgoyne and Stuart (1976 and 1977) on the managerial skills, Schein (1975, 1978 and 1982) and DeLong (1982, and in Katz 1982) on career anchors and Bailyn (1980) on career patterns and values.

rican university since 1965. The term "management training" refers to at least an Honours degree in Business Administration (HBA), a Master's degree in Business Administration (MBA), or in Business Leadership (MBL). Persons with a higher qualification in management are automatically included because they have already obtained at least one of the above degrees.

The names and addresses of HBA, MBA and MBL alumni were obtained from the HSRC's Register of Graduates (HSRC Register). This register contains information on a sample of approximately 60 % of the graduates or persons with equivalent qualifications.

A total of 2188 names and addresses were obtained from the HSRC Register to whom the questionnaire was posted. Of the 2188 questionnaires sent out, 1035 were returned of which 1005 could be processed (a response rate of 46%).

1.5 OUTLINE OF THE REPORT

Chapter 2 of this report deals with the background of the 1005 persons who responded to the questionnaire (respondent group). It contains biographical (age, sex, language and geographical distribution), educational and occupational (or career) information.

Chapter 3 describes the managerial skills of the respondents and how they assess these skills in themselves (see Question 8 of the questionnaire in Appendix A). How these managerial skills fit into the three main skill categories (technical, interpersonal and administrative skills) is also determined and discussed in this chapter. The contribution of the respondents' management training

towards the development of managerial skills is also compared with that of their work experiences.

Chapter 4 looks into the management training of the respondents and their reasons for undergoing such training. The fields of study will be described as well as how effective the respondents thought training was in the different fields. The value of management training in the development of managerial skills is determined as well as the value of such training for the different managerial levels as seen by the respondents.

Chapter 5 focuses on the career anchors of the group. It contains details on the respondents' career orientations which determine their career anchors. The factors that can be linked to any specific career anchor are also discussed.

The final chapter starts with a summary of the findings and then deals with their implications.

CHAPTER 2 : THE SURVEY GROUP

2.1 INTRODUCTION

In this chapter certain background information on the survey group of 1005 respondents will be discussed. This discussion is divided into three sections, namely biographical, educational and career information.

As stated in Chapter 1 the HSRC Register was used to identify the initial survey group. Information on age, sex, language, population group, qualification and place of residence was obtained from this Register and supplemented by information obtained by means of the questionnaire (Appendix A) used in this study.

The totals in the tables are not always the same because not all respondents answered each question.

2.2 BIOGRAPHICAL INFORMATION

Only 1,9 % of the survey group were either Asian, black or coloured and only 0,9 % were females. Population group and sex are therefore not taken into account in further analyses.

2.2.1 Age and home language

The age and home language distribution of the respondent group are indicated in Table 2.1. The respondent group was approximately equally divided between the two language groups (50,6 % Afrikaans- and 49,4 % English-speaking).

AGE AND HOME LANGUAGE DISTRIBUTION OF THE SURVEY GROUP

About three quarters of the respondents (73,2 %) were younger than 45 years, which is partly because this study was limited to those persons who completed their management training during and after 1965.

The majority of respondents were found in the metropolitan areas of Cape Town (10,8 %), Pretoria (21,7 %), Johannesburg (17,6 %) and the rest of the

Witwatersrand-Vereeniging area (27,8 %) (see Table 2.2.). This geographical distribution probably occurred not only because the majority of the business schools are situated in these areas, but mainly because of the migration of people toward the metropolitan areas owing to the development of industries in these areas. According to Smit et al. (1981:18-20) 13,1 % of the White population in 1980 were resident in greater Cape Town, while 41,3 % lived in the Pretoria-Witwatersrand-Vereeniging (PWV) area.

TABLE 2.2

GEOGRAPHICAL DISTRIBUTION OF THE SURVEY GROUP

Geographical distribution	N	%
Cape Town	109	10,8
Rest of Western Province	54	5,4
Natal	72	7,2
Pretoria	218	21,7
Johannesburg	177	17,6
East Rand	124	12,3
West Rand	101	10,0
Vaal Triangle (including Sasolburg)	55	5,5
Rest of Transvaal	65	6,5
Orange Free State (excluding Sasolburg)	16	1,6
South West Africa	7	0,7
Foreign	7	0,7
TOTAL	1 005	100

The migration toward the PWV area in which most of the large industries as well as the government departments are situated, could further explain why more than two-thirds of the respondents (71,9 %) are found in the PWV area.

2.3 EDUCATIONAL INFORMATION

The criterion for inclusion in the survey group of this study is the possession of a postgraduate degree in business administration/leadership (management training) obtained at a South African university. Before such a degree could, however, be obtained, a basic degree or equivalent qualification in any field (basic training) is necessary. In discussing the educational information of the respondent group, the basic degree or training will be described first and then details concerning their management training will be given.

2.3.1 Basic training

The details of all the educational qualifications obtained by the respondent group, that is of all diplomas, degrees, postgraduate degrees or diplomas, and/or equivalent qualifications, were taken from the HSRC Register. An equivalent qualification is one that in practice carries the same status as a university degree and one that has been conferred by a recognized institution, for example a Certificate in the Theory of Accounting (CTA) and a Registerable Engineering qualification.

After eliminating the management training qualifications of the respondent group, their remaining basic qualifications were classified in two ways, namely according to highest level and field of study of that level. The qua-

lifications were classified into one of six major fields of study:

- Field 1 - Pure sciences
 - Field 2 - Engineering
 - Field 3 - Agriculture
 - Field 4 - Medicine
 - Field 5 - Human sciences
 - Field 6 - Commerce and administration
- (Ebersohn 1972: 7).

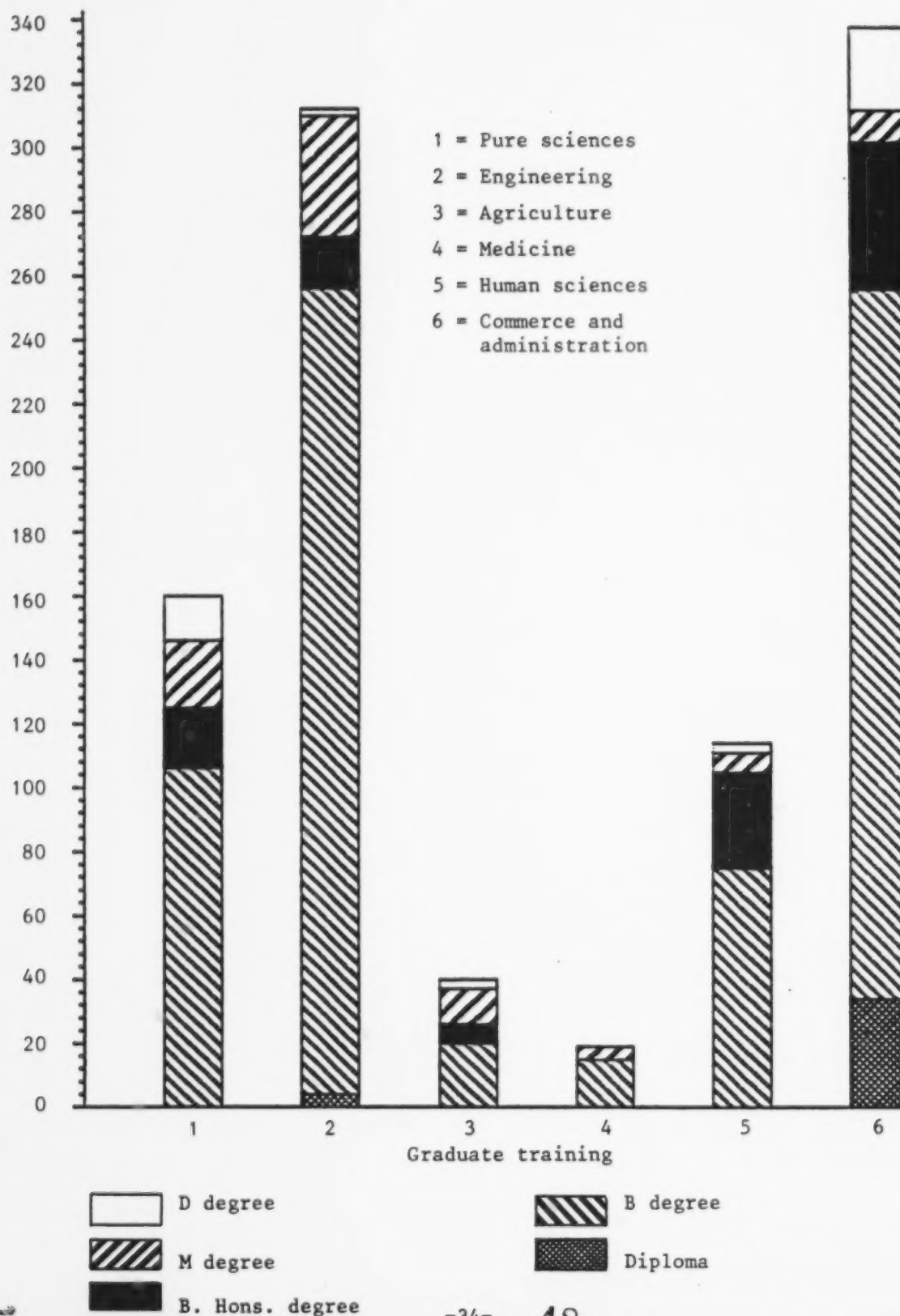
Those in possession of a qualification in commerce and administration constituted 34,4 % of the total group (see Figure 2.1). This could be due to the fact that people with commercial and administrative qualifications are normally found in business because they acquired knowledge of this field. Doing management training is seen as complementing their basic training.

Thirty-eight (3,8%) of the respondents were in possession of only a diploma in either commerce and administration or engineering. These respondents' qualifications were found to be those regarded as "equivalent qualifications."

The growing pressure in the engineering field to obtain more knowledge on management (of people and organizations) may explain the 31,4 % engineering alumni. The reasons for attending management training are discussed in detail in Chapter 5.

FIGURE 2.1

BASIC TRAINING OF RESPONDENTS ACCORDING TO HIGHEST LEVEL OF TRAINING



2.3.2 Management training

At the moment there are seven universities involved in management training, namely the

- (a) University of Cape Town (UCT)
- (b) University of Durban/Westville (UDW)
- (c) Potchefstroom University for CHE (PU for CHE)
- (d) University of Pretoria (UP)
- (e) University of South Africa (UNISA)
- (f) University of Stellenbosch (US) and
- (g) University of the Witwatersrand (UW)

Although the curricula of the seven business schools are not exactly the same, there is a mutual standard in that training in certain areas is necessary as a basis for management training. "Most MBA programs have a core curriculum that reflects the faculty's judgement of the courses every MBA student must have. In addition, the core curriculum often includes courses such as quantitative methods and computer programming. These courses often correspond to broad functional areas of business such as accounting, finance, marketing operations and employer relations" (Van Schalkwyk 1982:13).

Thirteen such core fields of study were identified from the curricula of the seven business schools as spelled out in their yearbooks of 1982 and used in the questionnaire (see Question 5.5 of Appendix A). In this question the respondents were asked to indicate whether or not the fields of study listed were included in the curricula of their management training programmes. The results are given in Table 2.3.

More than ninety percent of the respondents (respectively) indicated that Financial Management, Marketing

TABLE 2.3

FIELDS OF STUDY INCLUDED IN SURVEY GROUPS' MANAGEMENT TRAINING

Fields of study	Respondents	
	N	%*
Administration	517	52,6
Business Economics	899	91,5
Marketing Management	954	97,0
Management Information Systems	856	87,1
Financial Management	974	99,1
Construction Management	104	10,6
Manpower Management	688	70,0
Business Policy	866	88,1
Organizational Studies	787	80,1
Personnel Management	936	95,2
Production Management	857	87,2
Legal Aspects	681	69,3
Quantitative Methods	833	84,7
Business Accounting	92	9,4
External Relations	44	4,5
Management Techniques	35	3,6
Small Business Management	33	3,4
Purchasing	27	2,7
Computer Training	24	2,4
Other	54	5,5

*The percentage is of the total of 983 respondents who have completed the questionnaire, that is 1 005 minus the people who are at present not working (See Table 2.4).

Management, Personnel Management and Business Economics were part of their management training (see Table 2.3).

It is clear that, apart from Administration and Construction Management, more than two thirds of the respondents completed most of these core fields of study. Specialization by the respondents in their training explain why the percentages fluctuate between 69,3 % and 99,1 % in that all subjects in a specific field were classified only once.

Giving the educational information of the respondents is not enough to complete the picture of their background. Their work experiences, job values, etc. form a vital part thereof and this will be discussed in the following section which deals with their career information.

2.4 CAREER INFORMATION

2.4.1 Occupations

Each respondent was asked to give a functional description of his/her occupation, irrespective of training, qualification or rank. The occupational descriptions were then classified into occupations according to a proposed occupational classification for South Africa (Jacobs 1984). The occupations of the respondents are indicated in Table 2.4.

The category management is divided into three groups: general management (which includes entrepreneurs), functional management and technical management. General managers are those who occupy a position above functional and technical management and have obtained this position through promotion. This category also includes managers who in one way or another were involved in founding their own company. This group formed 18,9 % (N=190) of the total group.

TABLE 2.4
OCCUPATIONAL CATEGORIES OF THE SURVEY GROUP

Occupational category	N	%
MANAGEMENT		
<u>General management</u>		
General managers	173	17,2
Entrepreneurs	17	1,7
Subtotal	190	18,9
<u>Functional management</u>		
Personnel managers	20	2,0
Administrative managers	26	2,6
Financial managers	89	8,9
Stock managers	11	1,1
Marketing managers	78	7,8
Subtotal	224	22,3
<u>Technical management</u>		
Production managers	60	6,0
Computer managers	26	2,6
Project managers	30	3,0
Research and development managers	16	1,6
Other technical managers	31	3,1
Subtotal	163	16,2
SCIENTIFIC/PROFESSIONAL		
<u>Engineers & Architects</u>		
Civil engineer	36	3,6
Electrical engineer	28	2,8
Works engineer	16	1,6
Other engineers	79	7,9
Architects	11	1,1
Subtotal	170	16,9
<u>Pure scientists</u>		
Pure scientists	6	0,7
Medical practitioners and dentists	11	1,1
Subtotal	17	1,7
<u>Educationalists</u>		
Subtotal	54	5,4
<u>Human scientists</u>		
Personnel officers	44	4,4
Lawyers	4	0,4
Church ministers	3	0,3
Subtotal	51	5,1
<u>Economists</u>		
Economic careers	61	6,1
Estate agents	24	2,4
Administration officers	8	0,3
Subtotal	93	9,3
<u>Other occupations</u>		
Farmers	7	0,7
Other	14	1,4
Subtotal	21	2,1
<u>Housewife/students/pensioners</u>		
Subtotal	22	2,2
TOTAL	1005	100

Functional managers head a specific function other than a technical one, for example they are the directors or assistant directors of finance, personnel managers or marketing managers. More than a fifth (22,3 %) of the respondents fell in this category.

Technical managers (16,2 % of respondent group) were those in charge of a technical function such as research and development, production and technical projects. The last two groups constituted the majority of the management category (38,5 % all together). These were the people who had moved from their scientific-professional careers into management, but were still associated with their scientific-professional careers - i.e. financial or engineering career.

The scientific-professional category included the engineers, doctors, professors and lecturers, human scientists, and economists. They are people who identified themselves by means of their occupational description with their professional career which may be linked to their earlier basic studies.

Only 57,4 % of the respondents identified themselves as "managers" (whether in general, functional, or technical management), by means of their functional description of their occupation. In Question 7.1 of the questionnaire (see Appendix A) the respondents were asked to indicate whether or not they were in a management position; 866 (86,2 %) of the respondents indicated that they were in a management position (see Table 2.5). The fact that fewer respondents identified themselves as managers by means of their occupational title than in reply to Question 7.1, could be because some of those who found themselves in management often preferred to be identified by their scientific-professional careers. The same may be said of

TABLE 2.5

NUMBER OF YEARS THE RESPONDENTS SPENT ON PRESENT LEVEL OF MANAGEMENT

Number of years		Level of management								Total	
		Top		Senior		Middle		Lower			
		N	%	N	%	N	%	N	%	N	%
1	N	45	13,8	74	22,9	37	20,3	8	36,3	164	19,2
	%	27,4		45,1		22,6		4,9		100	
2	N	57	17,5	81	25,1	42	23,1	3	13,6	183	21,4
	%	31,2		44,3		23,0		1,6		100	
3	N	57	17,5	70	21,6	40	22,0	4	18,2	171	20,1
	%	33,3		41,0		23,4		2,3		100	
4	N	37	11,3	30	9,3	17	9,3	3	13,6	87	10,2
	%	42,5		34,5		19,5		3,5		100	
5	N	35	10,7	29	9,0	15	8,2	2	9,1	81	9,5
	%	43,2		35,8		18,5		2,5		100	
6	N	23	7,1	6	1,9	11	6,0	1	4,6	41	4,8
	%	56,1		14,6		26,9		2,4		100	
7	N	9	2,8	12	3,7	4	2,2			25	2,9
	%	36,0		48,0		16,0				100	
8	N	16	4,9	5	1,5	6	3,3			27	3,2
	%	59,3		18,5		22,2				100	
9	N	5	1,5	3	0,9	1	0,6			9	1,1
	%	55,6		33,3		11,1				100	
10	N	16	4,9	7	2,2	6	3,3	1	4,6	30	3,5
	%	53,4		23,3		20,0		3,3		100	
More than 10 years	N	26	8,0	6	1,9	3	1,7			35	4,1
	%	74,3		17,1		8,6				100	
TOTAL	N	326	100	323	100	182	100	22	100	853	100
	%	38,2		37,9		21,3		2,6		100	

those who identified themselves as "managers" by means of their occupational title, but later indicated that they were not in a management position. Perhaps some respondents were employed as "managers", or their job titles were linked with the word "manager", yet were not managing people in performing their job and thus they did not regard themselves as managers. In both the aforementioned examples this happened only in a relatively small number of cases.

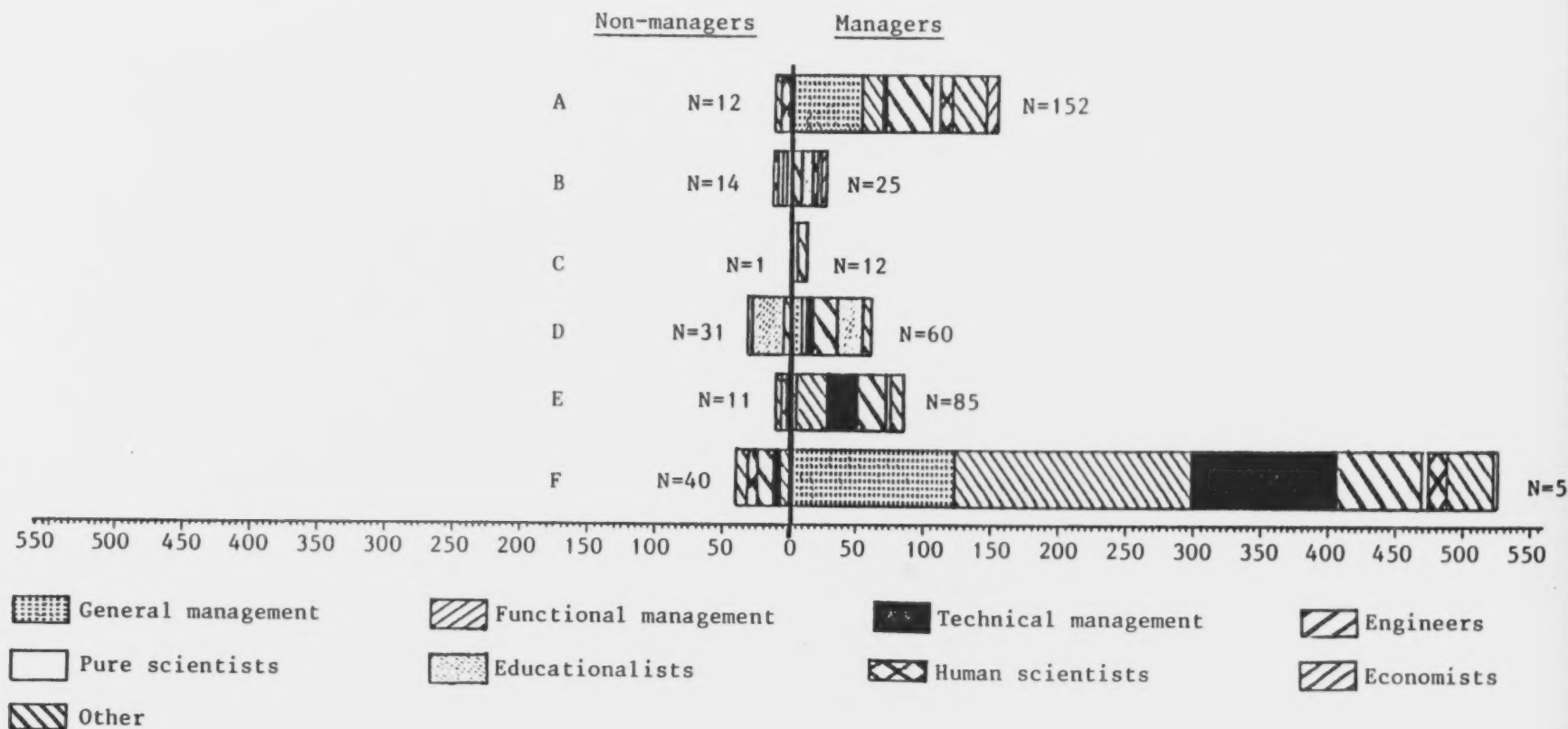
Based on data analysis of Question 7.1, it seems as if more than three quarters of those in management (78,8 %) indicated that they were working in the private sector (17,7 % were self-employed and 61,1 % in the private sector). Those not in management (N=109) are about equally divided between the private and the public sector (49,5 % and 50,5 % respectively) (see Figure 2.2).

2.4.2 Experience in present level of management

Each respondent who indicated that he/she was in a management position had been asked to indicate the level of management as well as the number of years on that level (see Question 7,2 (a) and (c)). Table 2.5 gives the number of years each respondent had spent on a certain management level according to their present level. More than half the group (60,7 %) had been promoted to their present level in the three years before this study, and of them 42 had already reached top management.

More than three quarters of the respondents (76,1 %) regarded themselves as being on the two highest levels (top management (39,2 %) and senior management (37,9 %)). This could be an illustration of the statement that the "... trained manager in South Africa is promoted to the

FIGURE 2.2
OCCUPATIONS OF RESPONDENTS BY EMPLOYER SECTOR



Sector

A = self-employed
 B = government/provincial administration
 C = Local authority
 D = semi-government
 E = public corporation
 F = private sector

higher levels of management as quickly as possible" (HUMAN et al. 1982:205, and Ravensdale 1984:18 - 19).

2.4.3 Job values

People enter the world of work with certain needs that are "... specifically job related and reflect some of the things people want from their work" (Schein 1980:87) - these are called job values and they can be divided into two groups, namely:

(a) intrinsic, i.e. relating to the immediate interaction between the worker and the job (actual work), and

(b) extrinsic, i.e. the pay, benefits, working conditions, and other aspects of the job situation (Schein 1980:87)*

To determine the job values of the group, respondents were asked to rate the importance of certain job characteristics for both their present and future jobs on a 5-point scale (where 1 means "not at all important" and 5 "very important") (see Question 7.4 of Appendix A). The results of this question are shown in Table 2.6 that indicates the mean value of the importance allocated to the different job characteristics by the respondents. The

*Herzberg also called these groups (factors) dissatisfiers-satisfiers or hygiene-motivators. According to his theory the set of extrinsic conditions result in dissatisfaction when they are not present and they do not necessarily motivate employees when they are present (hygiene factors). The intrinsic conditions when present in the job build strong levels of motivation which can result in good job performance (satisfiers or motivators) (Gibson et al. 1982:86)

list of job characteristics are ordered according to the size of the mean, ranging from high to low.

It is clear from Table 2.6 that those job characteristics considered most important (high mean value) in this group concern the actual work (intrinsic), whereas those viewed least important (low mean value) are concerned with more peripheral aspects of the job (physical working conditions, job security etc. - extrinsic aspects).

It is generally accepted that persons doing management training have "... become better educated, more mature, and secure from worry about satisfying their need at the lower levels of Maslow's hierarchy. Self-esteem, social esteem, and self-actualization have become the motivators" (Murdick et al. 1975:78).

"Herzberg has identified specific factors that are important as motivators that are stimulated by:

1. Removing controls over the worker, but holding him accountable for results (considerable freedom).
2. Giving a person complete, natural module of work, not just adding and subtracting tasks.
3. Granting the worker additional authority and job freedom.
4. Making periodic reports available to the employer so that he may initiate corrective action instead of being directed to take it.

TABLE 2.6

THE RESPONDENTS' ASSESSMENT OF THE IMPORTANCE OF THE JOB CHARACTERISTICS WITH REGARD TO THEIR JOBS

Job characteristics	$\bar{X}$	s
Personal sense of accomplishment	4.67	0.5
Challenging work	4.65	0.5
Considerable freedom - creative and original	4.51	0.3
Real contribution - success of organization	4.51	0.7
Advancement	4.22	1.0
Leadership	4.21	0.8
High earnings	4.17	0.8
Recognition	4.12	0.8
Efficiently run department	3.98	0.9
Time for family and personal life	3.72	1.0
Training opportunities	3.63	1.0
Good fringe benefits	3.58	1.0
Work with people rather than things	3.57	1.0
Job with some prestige	3.56	1.0
Reasonable workload	3.56	1.0
Highly regarded organization	3.51	1.0
Location	3.39	1.1
Friendly people	3.33	1.0
Good physical working condition	3.32	0.9
Job security	3.29	1.1
Contribution to society	3.25	1.1
Relevant to social problems	2.65	1.1

5. Introducing new and more difficult assignments so that the employee may learn and grow" (Murdick et al. 1975:78).

Positive motivators have been found to be the needs for achievement, recognition, the work itself, responsibility, advancement and growth. This is also true of the research group in this study. Table 2.7 indicates that the respondents expect their work to satisfy their internal need for competence and achievement.

2.4.4 Occupational success

Three questions regarding occupational success were put to the respondents and these are the following (see Question 7.3 of Appendix A):

(a) At this point in your professional life, how successful do you think you are in your work?*

(b) How successful do you think you will be at the height of your career?*

(c) How important is it to you to be successful in your work?** (Bailyn 1980:118)

Occupational success was measured by comparing the respondents' rating of the degree of success at this point of their careers with the degree of success they foresee at the height of their careers on a five-point scale (see

*The degree of success for (a) and (b) was indicated according to a 5-point scale where 1 = unsuccessful and 5 = very successful.

**The importance of success (c), was rated according to a 5-point scale where 1 = unimportant and 5 = very important.

Table 2.7). Only a few respondents indicated 3 and lower for all three these questions and it was decided to re-code the original ratings to new scales where a low to medium degree of success consists of a rating of 1 - 3 on the 5-point scale, a high degree of success a rating of 4 and a very high degree of success a rating of 5. This was also done by Bailyn (1980:94) from whom these questions were taken and the discussion to follow is also based on her study.

TABLE 2.7 : OCCUPATIONAL SUCCESS MEASURED BY COMBINATION OF RESPONDENTS' RATINGS OF THEIR PRESENT SUCCESS AND THAT AT THE HEIGHT OF THEIR CAREERS

Success now	Success at height of career			TOTAL	% Expecting same success	% Expecting improvement
	Low to medium	High	Very high			
Low to medium (Rating of 1-3)	54	134	51	239	22,6	77,4*
High (Rating of 4)	8	311	263	582	53,4	45,2
Very high (Rating of 5)		15	130	145	89,7	

*This includes 21,3 % expecting an improvement to a very high rate of success.

Table 2.7 shows that about all of those rating themselves as very successful at the time of the study also believed they would be very successful at the height of their careers (89,7 %); more than two fifths (45,2 %) of the current "highs" (those who rated themselves as success-

ful) felt they would move up; and more than three quarters (77,4 %) of those currently rating themselves as relatively unsuccessful expected to move up, though most of this group believed this would be to the "high" or successful position. Another interesting fact from this table is that the majority of the respondents were of the opinion that they were successful to very successful (75,3 %) or 727 of 966).

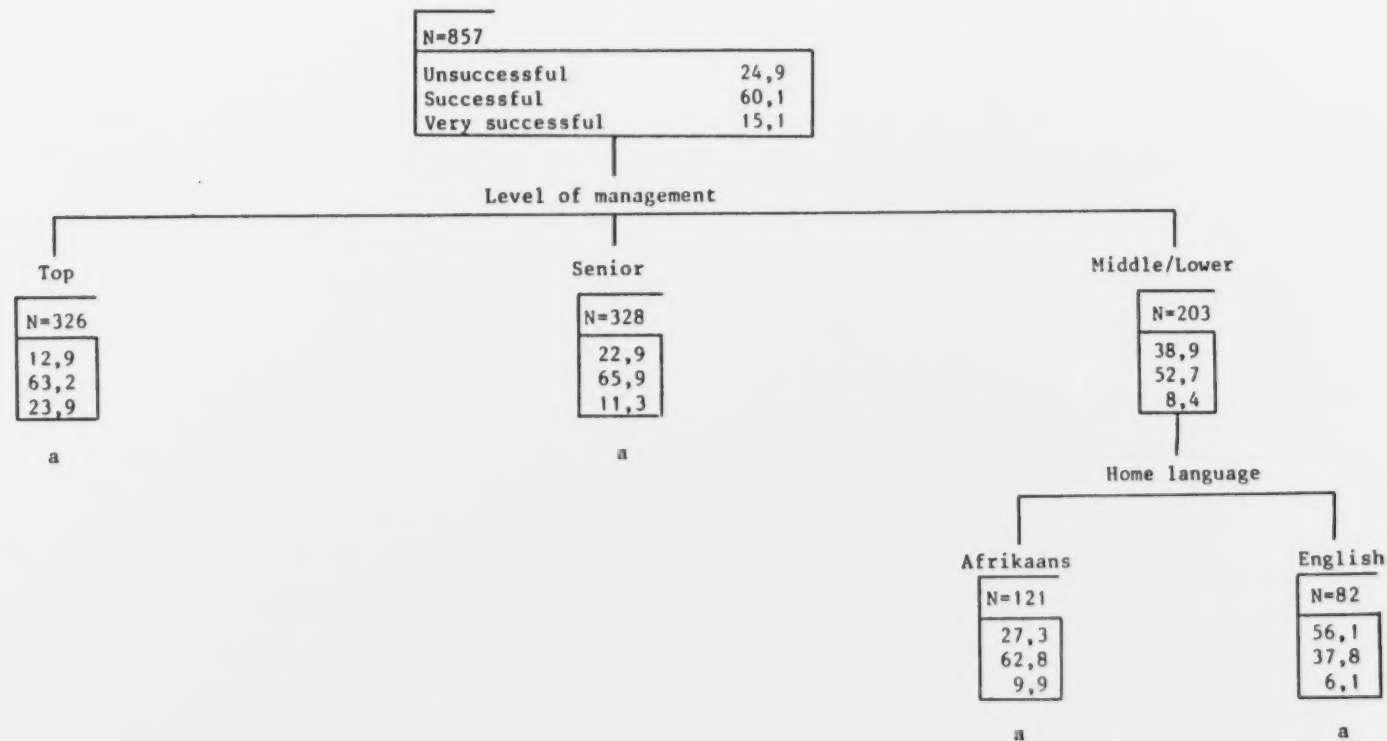
According to the respondents' assessment of how important it was to them to be successful in their career, it became clear that it was of great importance as more than half the respondents (56,2 %) rated this as very important and one third (34,6 %) as important.

The variables influencing the respondents' assessment of these statement will now be discussed according to the CHAID analysis. A CHAID analysis is an exploratory technique in which a dependent variable (in this case successfulness) is explained by means of a number of independent or explanatory variables. This analysis reorganizes the categories into which each explanatory variable may be divided in such a way that only groups within each category which differ significantly from each other are kept separate. It also organizes the variables in order of importance, as far as the size of the effect of the various variables on the dependent variable is concerned (Hirschowitz 1984:65). The independent variables used are level of management, employer sector, occupation, age, and language group. If an explanatory variable plays no significant role in "explaining" differences between subgroups, it is not included in the analyses.

The results of the CHAID analysis of the replies to the question "At this point in your professional life, how

DENDROGRAM 2.1

VARIABLES INFLUENCING THE RESPONDENTS' PERCEPTION OF THEIR SUCCESS AT THIS POINT OF THEIR CAREERS



a = The predictor is not significant

successful do you think you are in your work?" are shown in Dendrogram 2.1.

The most important variable influencing the respondents' perception of their success is the level of management. Those in top management were more inclined to see themselves as "very successful" than those in the other (lower) levels, which stands to reason.

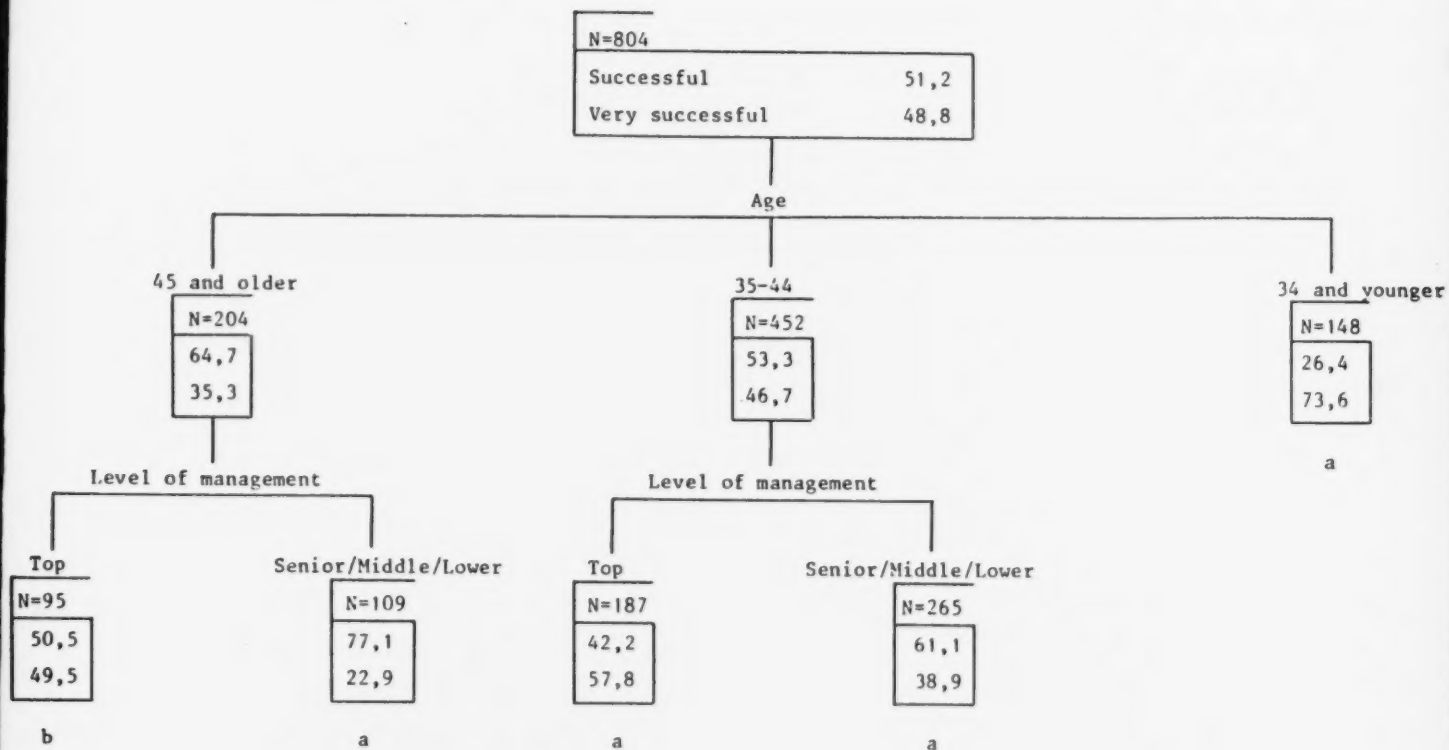
The analysis also indicates that English speakers in the middle and lower management levels tended to feel less successful than the Afrikaans-speaking respondents. This could be because the Afrikaans speakers were latecomers to the management scene, especially the high echelons of management. To reach a middle and even lower level may therefore be regarded as having arrived and may result in the subjective feeling of having made a success of life. The English speaker, on the other hand, had to compare himself with a peer group in which high-level managers are easy to find. If the English speaker is on the lower level, he can more easily experience a feeling of failure.

The respondents were also asked to indicate how successful they thought they would be at the height of their career (Question 7.3 (b) of Appendix A). As only 5,7 % of the respondents indicated that they were either not expecting to be successful at the height of their careers or were uncertain of any success at that stage, they were excluded from the CHAID analysis of the replies to this question.

The results of the CHAID analysis are shown in Dendrogram 2.2 indicating age as the most important variable influencing the perception of how successful respondents expected to be at the height of their career. The

DENDROGRAM 2.2

VARIABLES INFLUENCING RESPONDENTS' PERCEPTION OF THEIR SUCCESS AT THE HEIGHT OF THEIR CAREERS



a = The predictor is not significant
b = No prediction is possible

respondents were divided into three age groups - 45 years and older, 35 to 44 years and 34 years and younger. The younger group (34 years and younger) was more inclined to see themselves as "very successful" at the height of their careers than the group of older respondents.

That the older age groups, especially those in top management are inclined to see themselves as very successful is only to be expected and needs no further clarification.

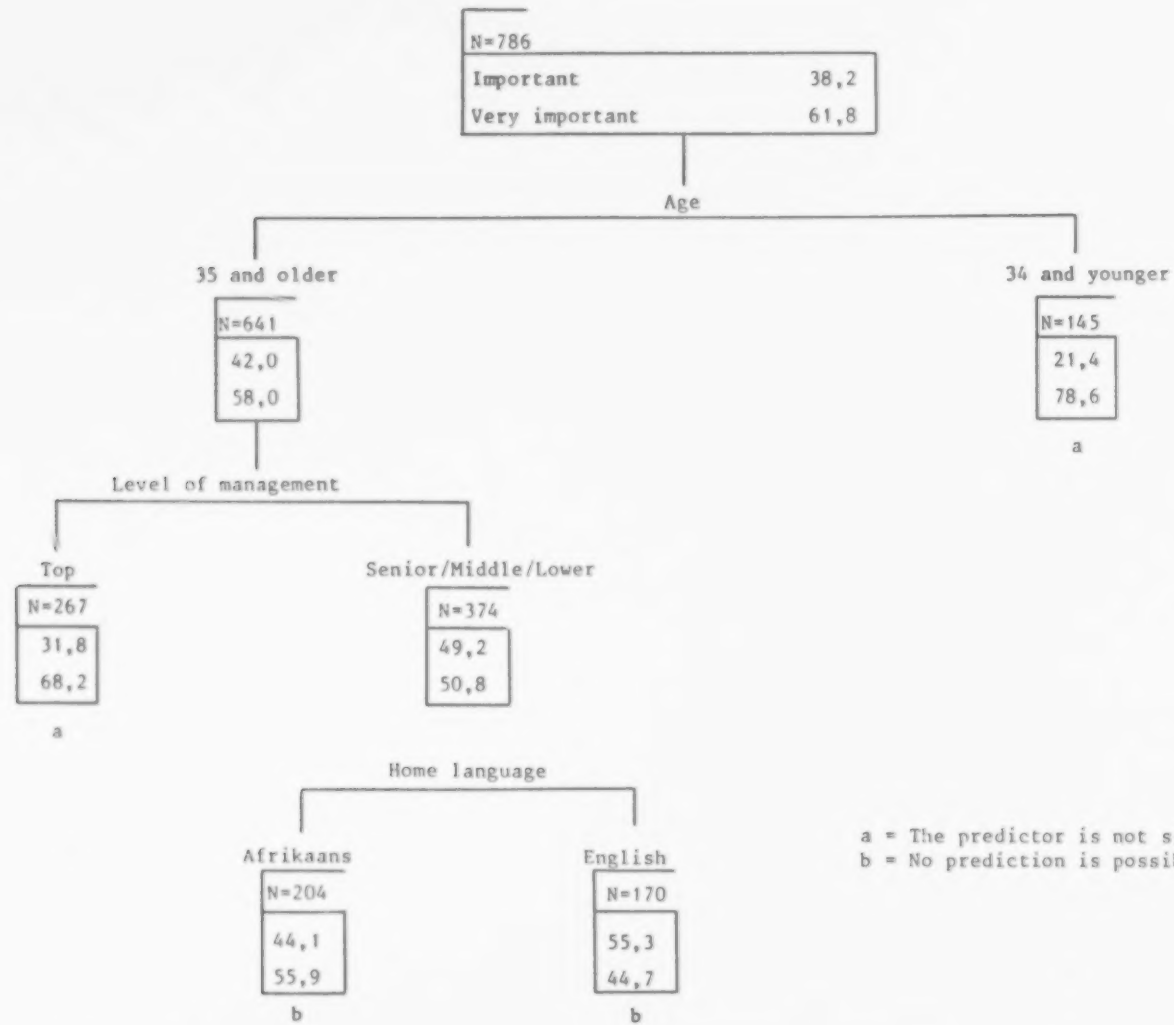
By and large the survey group expected to be successful in their careers, but how important was it to them to be successful (Question 7.5 (c))? Only 68 (8,1 %) respondents indicated that success was not at all important to them or that they were uncertain of its importance, and they were therefore excluded from the CHAID analysis undertaken using the same variables as in the previous two.

Dendrogram 2.3 indicates that age is the most important explanatory variable regarding the importance of success. To the younger group (34 years and younger) success seemed to be more important than to the older respondents. The respondents in this age group are in a stage of their careers at which they must choose between remaining technically competent and becoming a generalist (management), thus becoming visible (Schein 1978:43). They are normally found in the earlier stage in their careers and success and ambition are normally important to them (Schein 1978:46-47).

The older respondents' (35 years and older) assessment of the importance of success is, in turn, influenced by the level of management they are presently in. For those in top management success seemed to be more important than for those on the lower levels. This could be because for

DENDROGRAM 2.3

VARIABLES INFLUENCING THE RESPONDENTS' PERCEPTION OF THE IMPORTANCE TO BE SUCCESSFUL



a = The predictor is not significant
b = No prediction is possible

some of them it was the last stage in their career and they had to cope with changes in their careers, status and work roles and need to maintain a sense of identity and self-worth (Schein 1978:45). To be seen as successful was consequently very important to them.

The Afrikaans-speaking respondents on the lower to senior management levels were more inclined to rate being successful as very important than their English-speaking counterparts. This could also be because of the fact that they were latecomers to the management scene and being recognized as part of an elite group may be very important. The English speakers have perhaps been part of management for a longer period and may be more used to the higher status allocated to management.

In the next chapter the respondents' assessment of the degree to which they possess the fourteen managerial skills identified in Chapter 1, will be discussed as well as the variables influencing their assessment.

CHAPTER 3 : MANAGERIAL SKILLS

3.1 INTRODUCTION

"...(A)ny organization consisting of more than one individual needs a means of coordinating its efforts toward a common objective. This means is management, the process of getting things done with and through others" (Badawy 1982:5.)

In Chapter 1 management was described as the process of getting things done with and through other people. This requires planning, organizing, leading and controlling from the manager who in turn must possess the necessary managerial skills to perform these functions effectively. A managerial skill is the developed or acquired ability to use managerial knowledge effectively and readily in managerial practice, enabling one to become a competent manager. This chapter deals with the set of fourteen managerial skills identified and defined in Chapter 1 (pages 14 - 19).

Managers possess these skills in varying degrees and they can be developed mainly from two sources, namely management training and on the job experiences. The respondents were requested to evaluate the contribution of these two sources towards the development of these skills irrespective of the level of skill they possessed (see Question 6.1 in the Questionnaire in Appendix A). In Question 8 the respondents were requested to rate themselves according to the degree to which they possessed each of the skills.

Analyses were only done for persons who responded to all the subsections for each of the managerial skills mentioned in the two questions.

3.2 CONTRIBUTION OF TRAINING AND JOB EXPERIENCES TOWARDS THE DEVELOPMENT OF MANAGERIAL SKILLS

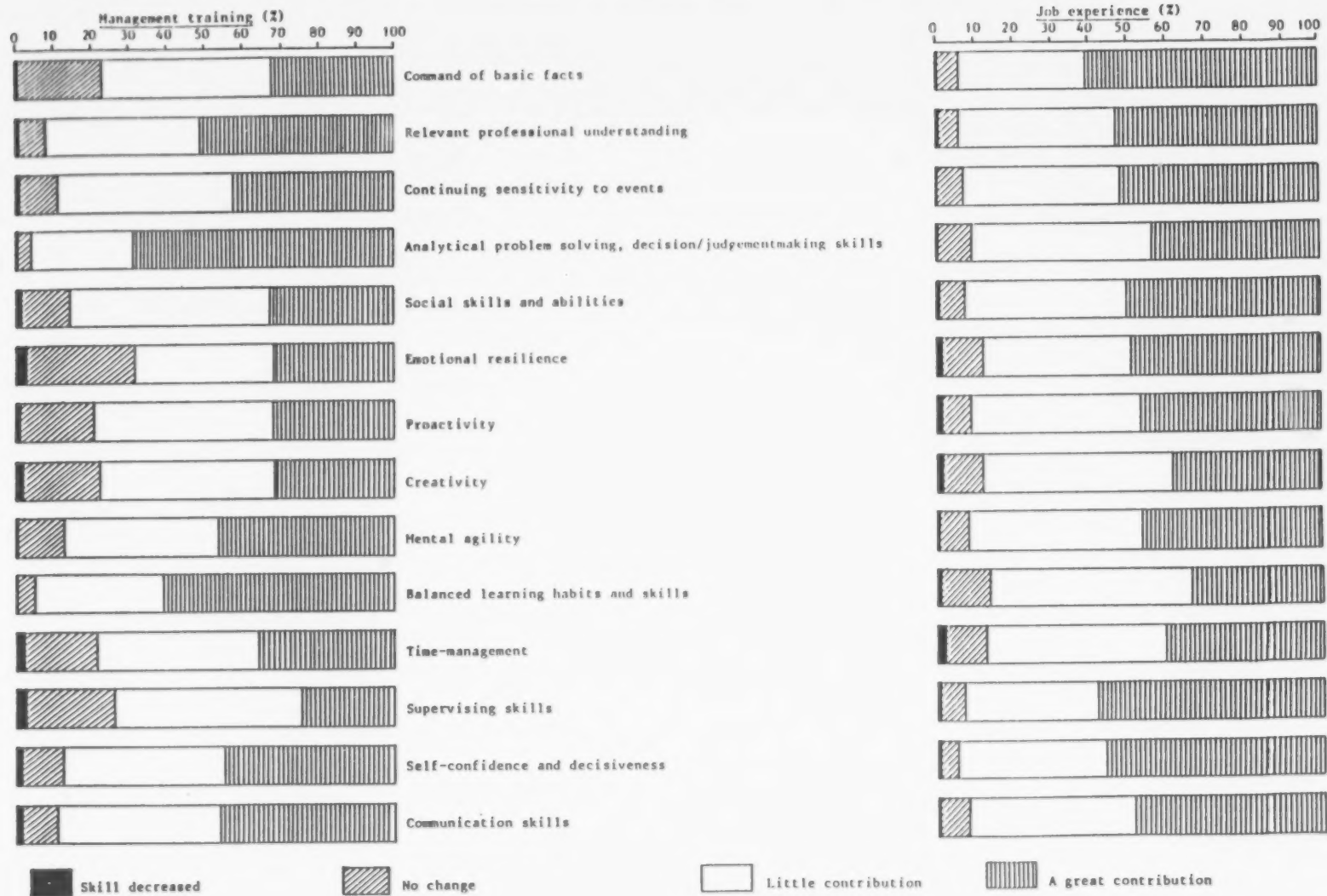
In Question 6.1 each respondent was asked to rate the contribution their management training and job experiences made towards the development of the managerial skills. The scale on which this contribution was to be rated was the following:

- 1 = where a given skill was decreased
- 0 = no change or no relation to the skill
- +1 = a little contribution towards the development of the skill
- +2 = a great deal.

The replies to Question 6.1 are illustrated in Figure 3.1. When a respondent did not respond to any one of the subsections of Question 6.1, the rest of his responses were made blank. This was done to obtain the total number of respondents who responded to all subsections in order to enable a mutual comparison.

From this figure it is clear that the majority of respondents were of the opinion that both their job experiences and management training had had a positive contribution (+1 and +2) toward the development of the different skills. More respondents were, however, inclined to rate the contribution of management training as not being relevant (0) to the development of a skill than was the case with the contribution of their job experiences. A reason for this trend could possibly be because

FIGURE 3.1
CONTRIBUTION OF JOB EXPERIENCE AND MANAGEMENT TRAINING IN DEVELOPING MANAGERIAL SKILLS



89 % of the respondents were then in a managerial position and often confronted by situations relevant to these skills. They were constantly gaining experience and developing the necessary know-how. Only very few respondents felt that their training had a negative effect on the development of their skills (indicating a '-1')

For certain skills the contribution of management training was higher than that of the job experiences if the rating "to a great deal" is taken in consideration. These were analytical, problem solving, decision-making skills and balanced learning habits and skills which could be the result of the methods used in management training (i.e. case studies, where students were expected to analyze a given situation, identifying any problems and alternative methods to solve the problems, and deciding which alternative is best).

For a number of skills the contribution made by the respondents' job experiences were higher than that of their management training, again taking the rating "to a great deal" into consideration. These were the skills, command of basic facts, social skills, emotional resilience, proactivity and supervising skills. They are developed once one is confronted with a situation in which one needs these skills in order to handle the situation.

In general the respondents felt that their job experiences were more important in the development of managerial skills than training, but this difference was, however, more a question of degree than anything else.

3.3 SELF-ASSESSMENT OF POSSESSION OF MANAGERIAL SKILLS

In Question 8 the respondents rated the fourteen managerial skills according to the degree to which they possess each of them. A 5-point scale was used where 0 means not possessing the skill at all and 4 means possessing the skill to a great extent.

The Chernoff faces technique will be used to illustrate the analyses of the replies to this question in the subsections to follow. This technique is often used to illustrate multivariate data graphically.*

The programme used in this illustration can cope with a maximum of 12 variables and a chief component analysis was done on the 14 managerial skills to identify the 12 important chief components.* Two new skills were identified and defined as follows:

(1) Facts and understanding: grouping the skills command of basic facts (skill 1) and relevant professional understanding (skill 2).

(2) Interpersonal skills: grouping the skills social skills and abilities (skill 5) and communication skills (skill 14).

*For further information on the procedure of this technique, consult: Du Toit, S.H.C., Steyn, A.G.W. and Stumpf, R.H. Statistiese Grafika. Pretoria: HSRC, 1984

In the illustration concerned, the 12 (new) managerial skills were associated with the characteristics of the Chernoff faces# as follows:

(i) Interpersonal skills = mouth. A broad smile indicates a high degree of interpersonal skills, the ability to work with and through people and communicate ideas, proposals and decisions to them, while the opposite (low degree of interpersonal skills) is implied by a downward trend of the corners of the mouth.

(ii) Emotional resilience = left eyebrow. A large and broad left eyebrow indicates effective handling of stress (emotional resilience), while a small eyebrow implies the inability to handle stress.

(iii) Self-confidence and decisiveness = right eyebrow. A large and broad right eyebrow indicates confidence in the handling of situations and in making decisions, while a small eyebrow implies a lack of self-confidence.

(iv) Mental agility = left eye. A large left eye (long hexagonal form - see Appendix B) is positive regarding the ability to sum up complex situations and problems and to solve them, in spite of uncertainty. A small left eye (small square - see Appendix B) indicates an inability to do just that.

(v) Analytical problem-solving skills = right eye. A large right eye is positive with regard to the ability to identify problems, consider alternatives and plan actions

#The pattern according to which the size of the characteristics of the Chernoff faces is illustrated and interpreted, is taken up in Appendix B.

to achieve an objective, while a small right eye indicates the inability to identify problems and their solutions.

(vi) Proactivity = left pupil. When the left pupil looks down to the right (towards the nose) it indicates the ability to implement decisions, to see things through and to take risks. Pupils looking out (to the left) implies the inability to do that.

(vii) Continuing sensitivity to events = right pupil. When the right pupil looks down to the left (towards the nose) it indicates the ability to obtain hard data (quantities, facts and figures) and soft data (people's feelings and emotions) and to use them in managerial decisions. Pupils looking out to the right implies being unable to get these data and use them in managerial decisions.

(viii) Facts and understanding = left side of forehead. When the left-hand corner of the forehead slants in towards the right (thus forming a long line from the left cheek to the top of the head - see Appendix B), it indicates having the ability to obtain basic facts of the organization as well as professional understanding of the business world. When it squares out to the left, on the other hand, it implies not having the knowledge and understanding concerned.

(ix) Balanced learning habits and skills = right side of forehead. When the right-hand corner of the forehead slants in towards the left (thus forming a long line from the right cheek to the top of the head - see Appendix B), it indicates having the ability to learn from experts and being capable of abstract as well as concrete, practical

thinking. When it squares out to the right, on the other hand, it implies not having the ability concerned.

(x) Supervising skills = left side of chin. When the left-hand corner of the chin (jaw) slants in towards the right (thus forming a long line from the left cheek to the chin - see Appendix B), it indicates having the ability to manage the work of others and to organize and integrate their activities. When it squares out to the left, however, it implies not being able to manage the work of other people.

(xi) Time management = right side of chin. When the right-hand corner of the chin (jaw) slants in towards the left (thus forming a long line from the right cheek to the chin - see Appendix B), it indicates having the ability to exploit the available time to the maximum. When it squares out to the right, on the other hand, it implies not having the ability concerned.

(xii) Creativity = nose. A big nose suggests an ability to come up with unique new approaches to situations and to recognize and take up useful approaches from elsewhere (creative thinking), while a small nose implies the inability of creative thinking.

The size of each of the characteristics of the Chernoff faces is based on the mean value of the extent to which the two main groups (managers and non-managers) possess each of the managerial skills. This technique enables mutual comparison.

In the data analyses to follow, the respondents are divided into two main categories viz:

(a) Those in a managerial position (managers)

(b) Those not in a managerial position.

The effect that employer sector, age group and level of management of the respondents, in these two main categories, have on their assessment of the degree to which they possess the different managerial skills, will be discussed in the subsections below.

3.3.1 Assessment of the possession of managerial skills according to managerial position and employer sector

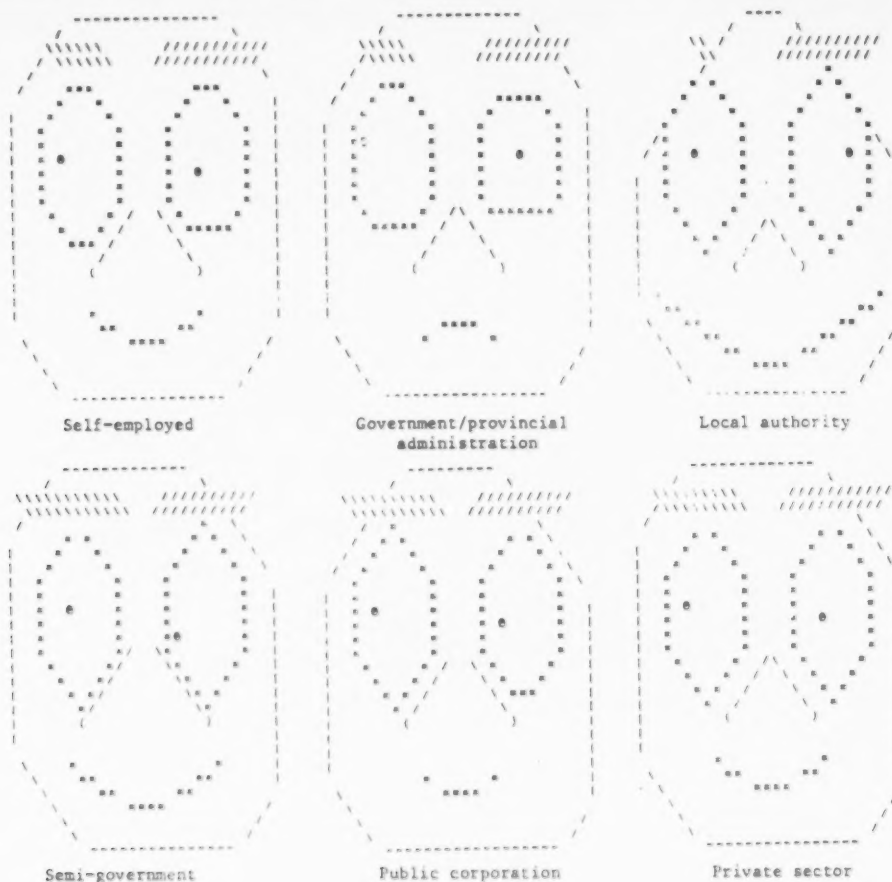
The respondents are found in six different employer sectors (see Figure 2.2). Figure 3.2 is a graphical illustration (by means of the Chernoff faces) of the respondents' replies to Question 8 according to their employer sector.

From Figure 3.2 it is clear that the persons in a managerial position (managers) at the time were in general more positive about the extent to which they possessed the different managerial skills than was the case with those who were not in management (non-managers). This could be because they were confronted by situations in which they had to make use of those specific skills just because they were managers. This could enable them to become acquainted with their own skills simply because they were forced to use them.

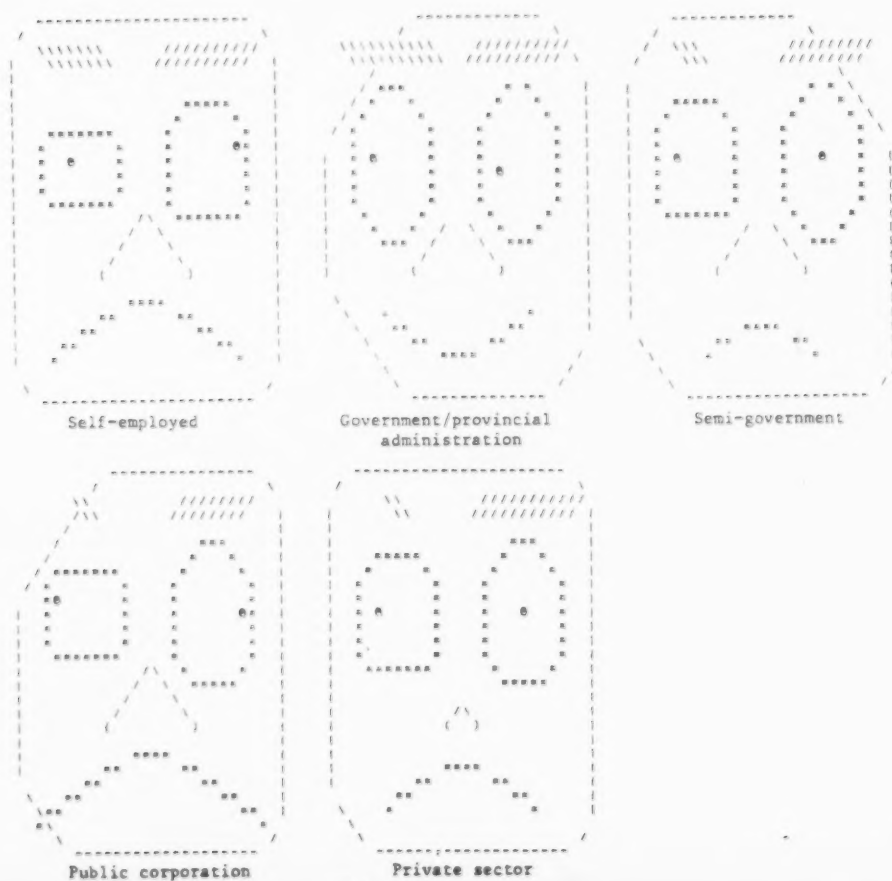
This relation between job demands and managerial skills (characteristics) was also found by Kotter in his study on the general manager (Kotter 1982:34 et seqq.). He stated it as follows: "... the reason that the GMS (general managers) shared the personal characteristics ... is probably because their jobs were alike in a number of

FIGURE 3.2
RESPONDENTS' ASSESSMENT OF THE EXTENT TO WHICH THEY POSSESS MANAGERIAL SKILLS ACCORDING TO MANAGERIAL POSITION
AND SECTOR

Managers



Non-managers



core ways that required most or all of those characteristics. Those characteristics give a person both the ability and the inclination to deal with the job. In a sense, these characteristics seem to fit the key aspects of the job in ways that allow a person both to survive and to prosper despite the very difficult job demands" (Kotter 1982:43).

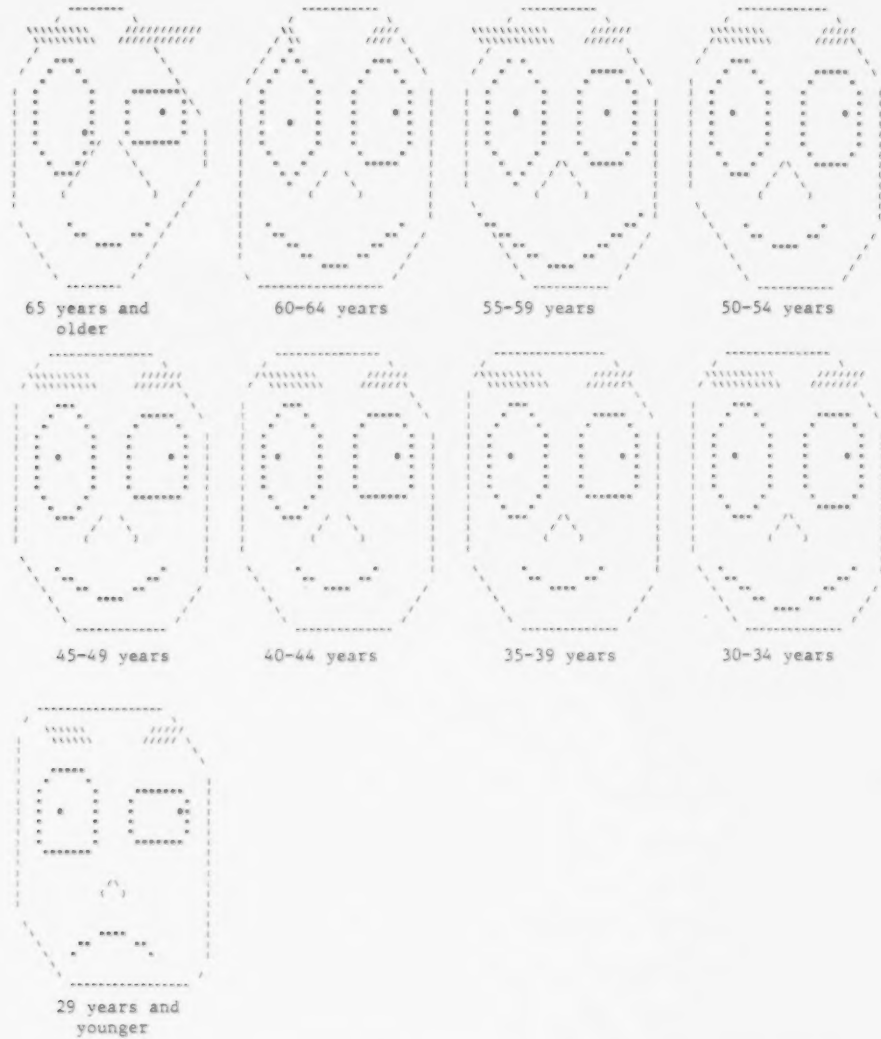
The group as a whole deemed themselves to possess self-confidence and decisiveness (right eyebrow). Kotter found a pattern relating to individual job fit: "... the better performers started their current GM (general management) jobs with characteristics that seem to have better fit the specific demands connected with those jobs" (Kotter 1982:43), which is not surprising.

3.3.2 Assessment of the possession of managerial skills according to managerial position and age

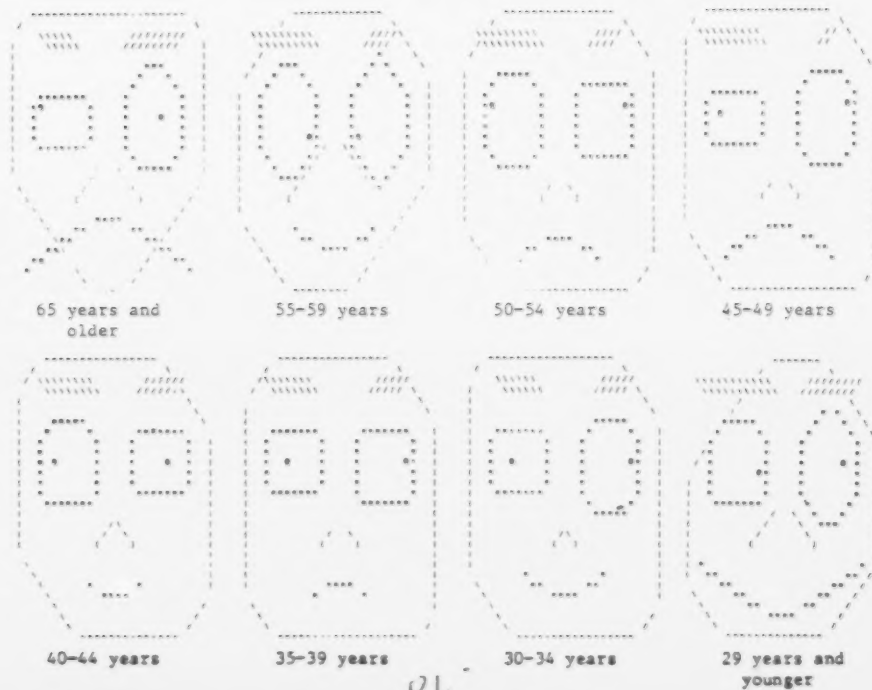
The respondents are divided into 9 age categories (see Table 2.1) and the same procedure was followed to illustrate their responses to Question 8 according to managerial position and age in Figure 3.3. The 12 skills were associated with the same characteristics of the Chernoff faces as in Figure 3.2. The managers' and non-managers' assessment of the extent to which they possessed the managerial skills differed according to age. The managers were more positive about possessing certain skills the older they got (that is interpersonal skills (mouth), creativity (nose), mental agility (left eye) and proactivity (left pupil)), than was the case with the non-managers for the same skills. This could be because the non-managers might see themselves as "failures" for not having attained management positions and would tend to be

FIGURE 3.3
CHERNOFF FACES OF RESPONDENTS' ASSESSMENT OF THE EXTENT TO WHICH THEY POSSESS THE MANAGERIAL SKILLS ACCORDING
TO MANAGERIAL POSITION AND AGE

Managers



Non-managers



negative about possessing these skills, or perhaps simply because they did not have these skills, they did not become managers. The younger respondents that were not in management still had the opportunity to become managers and were therefore more positive about possessing the necessary skills.

The younger respondents who found themselves in a managerial position might be less sure about possessing these skills because they could have been confronted by situations in which they needed some skills and felt that they could not manage. The older managers were more positive about possessing these skills because they might have had enough experience in using them in the same situations as they had had more experience in management.

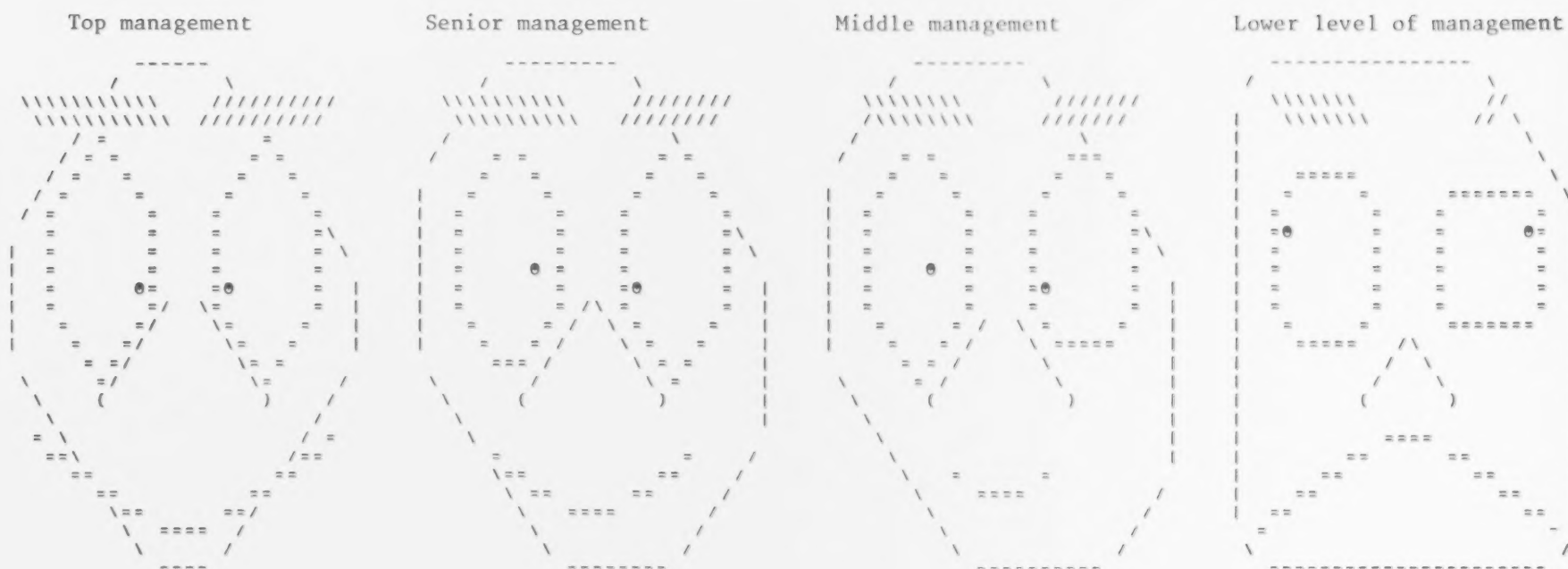
Some differences between managers (and non-managers) which may be ascribed to the differences in their ages were also found by Kotter (1982:52-53). He related these differences to aspects such as better educated parents for the younger group, more professional fathers, more diverse religious background and even better education opportunities (Kotter 1982:52). These aspects can also play a role in the differences that existed between the respondents in this study, but as the details of their background were not known, these effects could not be assessed. What may be stated is that there are definitely age-related differences in the group.

3.3.3 Assessment of the possession of managerial skills according to level of management

A logical next step was to look at the effect that the level of management the respondents are presently on, plays in their assessment of the managerial skills they possess (Figure 3.4). The same managerial skills were

FIGURE 3.4

CHERNOFF FACES OF RESPONDENTS' ASSESSMENT OF THE EXTENT TO WHICH THEY POSSESS THE MANAGERIAL SKILLS ACCORDING TO LEVEL OF MANAGEMENT



associated with the same characteristics of the Chernoff faces as was the case for Figure 3.2 and the same rules of interpretation apply.

The level of management had the same effect as age on the managers' assessment of the extent to which they possessed the managerial skills concerned. The higher the level of management, the more positive they were about possessing the skills. This confirms the statement that managerial experience had a positive effect on the respondents' feelings about themselves and thus the assessment of their managerial skills. The level of management had the same positive effect on the appropriate respondents' assessment of their success in their careers (see Dendrograms 2.1, 2.2 and 2.3).

3.4 ESTABLISHING COMMON FACTORS FOR MANAGERIAL SKILLS

3.4.1 Introduction

A factor analysis was performed on the replies to Question 8 to reduce the fourteen individual skills into skill categories to enable one to test possible relations that might exist between one's assessment of the degree to which one possesses a skill and one's basic training. Factor analysis is a statistical technique usually applied to correlation matrices serving as an aid to interpret such matrices. It is also a means for detecting groups of (linearly) related variables.

The factor analysis was done according to Kaiser's Second Generation Little Jiffy method using the BMDP-4M Programme (Dixon and Brown 1979: 656-684).

3.4.2 Numbers of factors extracted

Three factors were extracted from the fourteen managerial skills as it was expected that the fourteen skills could be grouped into the three categories identified by Badawy (1982:18-19), namely technical, administrative and inter-personal skills. The sorted factor loadings (greater than 0,25) are indicated in Table 3.1.

TABLE 3.1
MATRIX OF SORTED ROTATED FACTOR LOADINGS GREATER THAN 25

Managerial skills	I	II	III
8. Creativity	63*		
4. Analytical problem-solving, decision-making skills	53		
9. Mental agility	52		
11. Time management		54	
10. Balanced learning habit and skills		51	
5. Social skills and abilities			57
7. Proactivity	43		
1. Command of basic facts	25	41	
3. Continuing sensitivity to events	26		
6. Emotional resilience	35		
2. Relevant professional understanding	37	33	
12. Supervising skills		39	32
13. Self-confidence and decisiveness	28		30
14. Communication skills			45

*Decimal comma omitted

From this sorted presentation it can be seen at a glance which variables are grouped under a particular factor.

It is also clear that certain variables fall under two factors, i.e. command of basic facts and supervising skills. These variables will, however, be grouped with the factor for which they have the highest factor loading.

3.4.3 Identification and interpretation of factors

The variables in each factor have been arranged from high to low according to factor loadings (taken from Table 3.1). After the variables relating to each factor had been identified, it was found that the three factors could be linked to the categories of managerial skills identified by Badawy (1982:17). Each factor with its related variables will subsequently be discussed.

Factor I: Administrative skills

<u>Variable</u>	<u>Factor loading</u>
Creativity	0,63
Analytical problem-solving skills	0,53
Mental agility	0,52
Proactivity	0,43
Relevant professional understanding	0,36
Continuing sensitivity to events	0,26

Badawy (1982:17) defines administration skills as skills that "... relate primarily to the manager's ability to manage ... the ability to organize, plan, direct and control." He identifies the core elements of administrative skills as "... the ability to search out concepts and catalogue events (mental agility), the capacity to collect, evaluate and process pertinent information (creativity and relevant professional understanding); the ability to distinguish alternatives and make a decision (analytical

problem-solving skills and proactivity) and resourcefulness in directing others and communicating to them the reasons behind the decisions and actions (continuing sensitivity to events)" (Badawy 1982:17).

Factor II: Technical skills

<u>Variable</u>	<u>Factor loading</u>
Time management	0,54
Balanced learning habits and skills	0,51
Command of basic facts	0,41
Supervising skills	0,39

Technical skills include "... the ability of the manager to develop and apply certain methods and techniques related to his task" (Badawy 1982:17). The above variables relate to developing methods and techniques (balanced learning habits and command of basic facts) and applying the learnt methods and skills (time management and supervising skills). The fact that supervising skills are grouped under this factor and not with interpersonal skills (Factor III) shows that the ability to manage the work of others is an essential part of management as a whole (technical skills). It is, however, also an interpersonal skill, hence the high factor loading for Factor III (see Table 3.1).

Factor III: Interpersonal skills

<u>Variable</u>	<u>Factor loading</u>
Social skills and abilities	0,57
Communication skills	0,45
Emotional resilience	0,35
Self-confidence and decisiveness	0,30

These variables have in common the fact that they are skills that include the ability to handle interpersonal situations by leading people, communicating ideas and decisions to others, and handling emotional and interpersonal crises. To Badawy (1982:19) interpersonal skills are the most important ones. He substantiates this statement as follows: "Since managing is a group effort, managerial competency requires a superior ability to work with people. The manager, to be effective, must interact with, motivate, influence and communicate with people. Managing people effectively is the most critical and most intricate problem for the manager of today" (Badawy 1982:19).

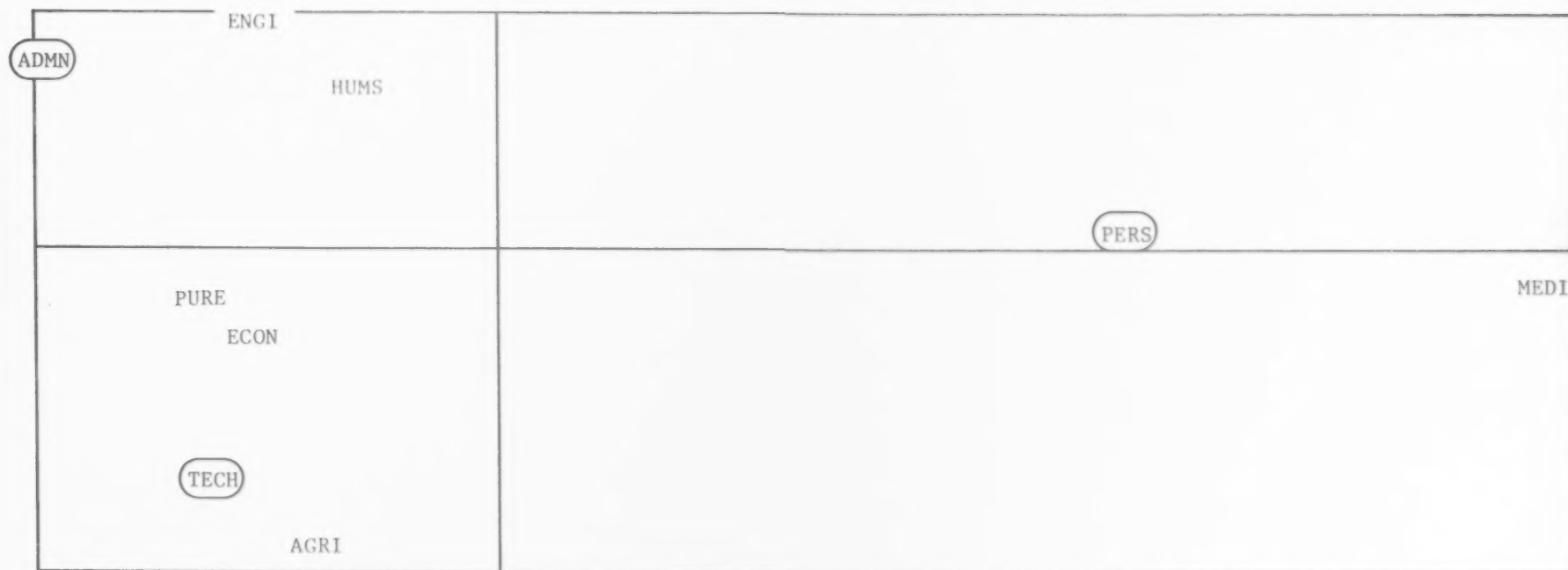
3.4.4 Association between factors and basic training

A correspondence analysis was performed on the means obtained for each of these factors according to the basic training of the respondents. The result of this analysis is illustrated in Figure 3.5.

From this figure some interesting associations emerged. The respondents who studied Medicine (MEDI) associated more closely with the so-called interpersonal skills (PERS) (skills referring to the ability to interact and communicate with people), than with the other two skills (ADMN and TECH). These respondents' (MEDI) association with PERS could be because they have learned to deal with people and their (medical) problems during their basic training, skills which may be enhanced even more in their occupation.

The respondents who studied in the human sciences (HUMS), engineering (ENGI), pure sciences (PURE), commerce and administration (ECON) and agriculture (AGRI) study fields, associated more strongly with administrative skills

FIGURE 3.5
ASSOCIATIONS BETWEEN MANAGERIAL SKILL FACTORS AND BASIC TRAINING OF RESPONDENTS



KEY

Managerial skill factors

ADMN Administrative skills
PERS Interpersonal skills
TECH Technical skills

Basic training

ENGI Engineering
PURE Pure sciences
AGRI Agriculture
MEDI Medicine
HUMS Human sciences
ECON Commerce and administration

(ADMN) - the skills relating to the manager's ability to organize, plan, direct and control) as well as with technical skills (TECH)(the skills relating to the manager's ability to develop and apply certain techniques in his task as a manager). The ability to analyze problems and obtain solutions to these problems, to gather all relevant data for managerial decisions, to come up with new approaches to situations and implementing decisions made, are part of the administrative skills. Studies in the engineering field, for instance, are known for developing analytical skills, and this may explain these respondents'(ENGI) association with ADMN. No obvious explanation can be given for the association that exists between the other study fields and these skills.

In the following chapter the detail concerning the respondents' evaluation of their management training will be discussed. Their reasons for undergoing management training as well as the effectiveness of their training in helping them to develop the managerial skills discussed in this chapter will be discussed in greater detail.

CHAPTER 4 : RESPONDENTS' EVALUATION OF THEIR MANAGEMENT TRAINING

4.1 INTRODUCTION

In order to supply the right kinds of goods and services at the right place and quality and the right time, the suppliers of such goods and services have to be as close to their markets as possible. "Closeness to the market facilitates feedback from customers which can be incorporated in future strategy and planning. Closeness also brings regular contact and communication which refine the development of new ideas to satisfy needs and requirements and incorporate the latest trends in the market place" (Human Resource Management (HRM) 1985:2).

This policy should also be adopted by the graduate business schools in South Africa. In order to be effective in their training of managers, they "... must constantly be on the ball with the latest developments in the business-, financial and political world" (Wiehahn 1985:4).

The purpose of this chapter is to establish how the respondents felt about their management training in enabling them to acquire and develop the necessary managerial skills.

The chapter begins by identifying the respondents' motivation for doing management training - who initiated the idea and whether or not their training came up to their expectations. In the second section their evaluation of the standard of training relevant to the different fields of study will be discussed as well as the practical use of the fields of study. In the third section the respondents' assessment of the value of their management

training is discussed while their assessment of the contribution of their training and work experiences towards the development of managerial skills will be discussed in the last section.

4.2 MOTIVATION FOR MANAGEMENT TRAINING

Asked to indicate who initiated the idea that led to the decision to undergo management training, 94,1 % of the respondents said it was their own decision. The organization for which the person worked played only a very minor role. Although the decision was their own, each respondent may have a certain goal influencing his decision to undergo management training. This will be discussed in the following paragraph together with the fact whether or not these goals were met.

4.2.1 Personal goals relevant to management training

In Question 5.3 the respondents were asked to define their personal motivation for attending management training and in the following question (Question 5.4) they were asked if their expectations had been met by their training (see Appendix A). The goals identified by the respondents according to whether or not these goals were met are indicated in Table 4.1.

From Table 4.1 it is clear that the biggest group of the respondents (36,0 %) did management training in order to develop management skills, followed by those doing it to improve their career possibilities (32,3 %). Some of the respondents that graduated in the engineering field (14,8 %)(see also Table 2.4) said that they underwent management training because it was expected of them if they wanted promotion in the engineering field.

TABLE 4.1

REASONS FOR ATTENDING MANAGEMENT TRAINING ACCORDING TO WHETHER OR NOT EXPECTATIONS WERE MET

R E A S O N		Were expectations met?						TOTAL	
		Yes		No		Not sure			
		N	%	N	%	N	%	N	%
(a) <u>To learn management skills</u>									
. General management skills		275	33,3	13	26,0	25	32,9	313	32,9
. Financial management skills		19	2,3	2	4,0	2	2,6	23	2,4
. Interpersonal management skills		6	0,7	1	2,0			7	0,7
SUBTOTAL		300	36,3	16	32,0	27	35,5	343	36,0
(b) <u>To improve career possibilities</u>									
. Higher income		20	2,4	3	6,0	4	5,3	27	2,8
. Higher status/ambition		16	1,9	5	10,0	3	4,0	24	2,5
. Promotion to general management		207	25,1	16	32,0	19	25,0	242	25,5
. To start my own business		11	1,3	1	2,0	2	2,6	14	1,5
SUBTOTAL		254	30,7	25	50,0	28	36,9	307	32,3
(c) <u>Other</u>									
. To improve my qualifications		125	15,2	5	10,0	11	14,5	141	14,8
. Promotion in the engineering field requires the learning of management skills		130	15,8	2	4,0	9	11,8	141	14,8
. Change of occupation-government to private sector		16	1,9	2	4,0	1	1,3	19	2,0
SUBTOTAL		271	32,9	9	18,0	21	27,6	301	31,6
TOTAL		N		825	100	76	100	951	
		%		86,7		8,0			100

It can also be seen from Table 4.1 that the vast majority (86,7 %) of respondents felt that their expectations had been met by their training. The reasons given for this are set out in Table 4.2. These respondents said that after completing their management training they felt that they had developed personally (16,6 %), had been able to change from a technical to managerial field (9,5 %), had developed a sensitivity to other disciplines (9,0 %) and had gained insight into management (9,4 %) (see Table 4.2).

From Table 4.2 it seems as if these respondents felt that their management training was definitely worthwhile and that they had gained by doing management training.

Those respondents that felt that either they did not gain from management training or were not sure whether they had gained anything were a small minority. Only 52 of the respondents indicated that their training did not come up to their expectations (see Table 4.3), while 77 said that they were not sure (see Table 4.4). The main reasons given for this by both these groups was that it was too theoretical (academic) and thus not practical enough (see Tables 4.3 and 4.4).

Some of the respondents had high expectations of what a postgraduate degree in management would do for them once they had obtained it. This is evident from Table 4.1. For some these expectations were perhaps too high (even unrealistic) hence the fact that they indicated that their career ideals had not been realised or that their pre-graduate qualification was of greater value (See Tables 4.3 and 4.4).

TABLE 4.2

REASONS GIVEN WHY MANAGEMENT TRAINING CAME UP TO RESPONDENTS' EXPECTATIONS

Reason	N	%
Well planned theoretical and practical course	278	32,3
Developed personally - certain problems could be handled better	143	16,6
Could change from technical/engineering direction to management	82	9,5
Better understanding of management	81	9,4
Course covers a wide spectrum - made people sensitive to other subjects/disciplines	77	9,0
Training methods/presentation of course good (lecturers acquainted with subject)	42	4,9
Could negotiate for better benefits after doing management training	26	3,0
MBA is a worthwhile and scarce qualification	21	2,4
Challenging course	12	1,4
Discussions were stimulating	10	1,2
No reason given	88	10,2
TOTAL	860	100

The most important finding, however, is that the majority of respondents (86,7 %) indicated that their training did come up to their expectations (Table 4.1). Post graduate management training in South Africa is definitely seen as worthwhile. The respondent's assessment of the standard

TABLE 4.3

REASONS GIVEN WHY MANAGEMENT TRAINING DID NOT COME UP TO RESPONDENTS' EXPECTATIONS

Reason	N	%
Course too theoretical/technical - not practical	12	23,1
Pregraduate qualification of greater value - more in demand	10	19,2
Workload too heavy for time available	8	15,4
Career ideals were not realised	6	11,5
Personal aspects (work situation, personality, etc.)	5	9,6
No opportunity for specialization	2	3,8
Did management training too early in career	2	3,8
Others saw qualification as a threat	1	1,9
No reason given	6	11,7
TOTAL	52	100

of their training in the different fields of study will subsequently be discussed.

TABLE 4.4

REASONS GIVEN WHY RESPONDENTS WERE UNSURE WHETHER THEIR EXPECTATIONS HAD BEEN MET BY THEIR MANAGEMENT TRAINING OR NOT

Reason	N	%
Course too academic - not practice directed	28	36,4
Personal aspects (work situation, personality, etc.)	14	18,2
Learnt very little - wonder if market value of MBA is really so high	9	11,7
Standard is not consistent	7	9,1
Career ideals were not realised	7	9,1
Too soon after course to comment	4	5,2
No reason given	8	10,3
TOTAL	77	100

4.3 EVALUATION OF FIELDS OF STUDY

4.3.1 Standard of training

The fields of study (subjects) included in the curricula of the respondent's management training are set out in Table 2.3. The respondents were requested to rate the standard of training of each of the subjects included in their curricula on a 5-point scale (where 1 = of a very low standard and 5 = of a very high standard) (see Question 5.5 of Appendix A). The mean value ($\bar{X}$) of the standard of training for each subject is given in Table 4.5.

TABLE 4.5

MEAN VALUE OF STANDARD OF TRAINING IN FIELDS OF STUDY IN MANAGEMENT TRAINING

Field of study*	N	Standard of training $\bar{x}$ s	
Financial Management	973	4,2	0,9
Marketing Management	954	3,8	0,9
Personnel Management	936	3,7	1,0
Business Economics	899	3,7	0,9
Management Information Systems	886	3,3	1,1
Business Policy	866	3,9	0,9
Production Management	857	3,3	1,0
Quantitative Methods	833	3,7	1,0
Organizational Studies	787	3,7	1,0
Manpower Management	688	3,5	1,0
Legal Aspects	681	3,1	1,2
Administration	517	3,4	1,0
Construction Management	104	2,7	1,3
Business Accounting	92	3,8	0,9
External Relations	44	3,4	1,1
Management Strategies	35	4,2	1,0
Entrepreneurship	33	3,8	1,0
Purchasing	27	3,5	1,1
Computer Training	24	3,2	1,1
Operational Research	17	3,7	0,8

*Subjects such as Tertiary Analysis, Engineering Economics and Mergers and Aquisitions are not included in this and following tables as they were included in only one or two respondents' curricula.

In general it seems as if the standard of training in the different business schools is satisfactory as far as this group is concerned. Only Construction Management ($\bar{X} = 2,7$) has a lower mean than $\bar{X} = 3,0$. This could be because it is a technical subject that requires lecturers in this field to have a more technical background - necessary for both planning the contents and lecturing. Reasons given for a low standard of training will be discussed in later paragraphs.

An interesting aspect is that Financial Management, which was included in the majority of the respondents' management training (see Table 2.3) had the highest mean for the standard of training ($\bar{X} = 4,2$). It seems as if the lecturers in Financial Management are well equipped in their field of lecturing.

Some of the respondents indicated that the standard of training for some subjects was low to very low (1 or 2 on the 5-point scale). These respondents were asked to give reasons why they thought the standard of training in these subjects was so low (see Question 5.6 in Appendix A). The subjects identified as having a low standard of training together with the reasons given, are set out in Table 4.6.

The three main reasons given for the low standard of training are:

(a) contents of field of study inadequate; this implies that the spectrum covered by the different subjects is not wide enough (306 or 30,9 % of the total number of reasons given),

(b) poor presentation; implying that the lecturers lack teaching skills (262 or 26,5 % of the reasons given),

TABLE 4.6

REASONS GIVEN FOR LOW STANDARD OF TRAINING ACCORDING TO FIELDS OF STUDY FOR WHICH A LOW STANDARD OF TRAINING WAS INDICATED

FIELDS OF STUDY	REASONS									Number of people who gave reasons (A)	Number of people who studied the course (B)	(A) as percentage of (B)
	Poor presentation N	Contents of field of study inadequate N	Contents of field of study too technical N	Standard lower than international standards N	Lecturer does not have professional knowledge of field N	Background of students inadequate N	Too much work in too little time N	Lecturer/student imbalance N	New business school N			
Financial Management	11	7	4		6	2	1			31	973	3,2
Marketing Management	19	12	7	4	7		3		1	53	954	5,6
Personnel Management	28	3	15	8	5		2			61	936	6,5
Business Economics	26	12	11	8	1		2		1	61	899	6,8
Management Information Systems	44	29	34	10	14	1	10	1	2	145	886	16,4
Business Policy	10	6	7	5	4		4	2		38	866	4,4
Production Management	47	32	24	13	16	1	3			136	857	15,9
Quantitative Methods	16	18	9	8	2	2	4	1		60	833	7,2
Organizational Studies	10	19	8	4	8		6	1		56	787	7,1
Manpower Management	13	17	15	2	4		4	1	1	57	688	8,3
Legal Aspects	18	109	10	7	3		29			176	681	25,8
Administration	7	22	14	3	3		5			54	517	10,4
Business Accounting	2	2								4	92	4,3
Construction Management	2	15	7	1	3		6			34	104	32,7
External Relations	3	1		2						6	44	13,6
Management Strategies				1			1			2	35	5,7
Entrepreneurship	2			1	1					4	33	12,1
Purchasing	2	1			1					4	27	14,8
Computer Training	2	1	2		1		1			7	24	29,2
Operational Research					1					1	17	5,9
TOTAL*	N 262 % 76,5	306 10,9	167 16,8	77 7,8	80 8,1	6 0,6	81 8,2	6 0,6	5 0,5	990 100		

*The total given here is not the total number of respondents, but the total number of reasons given.

(c) contents of field of study too technical; implying that the requirements made by practice are not met, or even taken into consideration when contents were developed (167 or 16,8 % of the reasons given).

With reference to Construction Management it is clear that approximately a third of the respondents (32,7 %) who studied this subject were of the opinion that their training was of a low standard. This was mainly due to the fact that the contents of this subject were either inadequate or too technical and that too much work had been covered in too little time. The respondents could thus, not obtain the necessary knowledge required by practice.

A quarter (25,8 %) of the respondents who studied Legal Aspects, felt that their training was of a low standard. Again inadequacy of contents was one of the main reasons given for this as well as too much work done in too little time. Only 3,2 % of the respondents who took the subject Financial Management indicated that the standard of training was poor. This was mainly due to poor presentation - a lack of teaching skills of the lecturers.

With the reasons given by the respondents for the low standard of training in certain subjects in mind (and one must remember that all the respondents completed their management training and obtained practical experience of how appropriate this was in practice), the following inferences can be made:

(a) The contents of some of the subjects are inadequate - either they were too academic or else not sufficiently comprehensive.

(b) Although one of the aims of management training may be to develop the ability to work under pressure, enough time to gain enough knowledge should be allowed.

(c) Lecturers should have the required background and also develop the necessary teaching skills.

4.3.2 Subjects with the most practical use

The respondents were furthermore asked to indicate the three subjects which have the most practical use in their present work situation as well as the three subjects which have the least practical use (see Questions 5.7 and 5.8 of Appendix A). The list of subjects identified as having the most practical use appears in Table 4.7. The subjects are ordered from high to low according to number of respondents who took that subject.*

Two thirds (66,7 %) of the respondents who studied Financial Management were of the opinion that this subject had the most practical use in their present work situation. This illustrates the importance of being able to "... achieve a delicate balance in the allocation of scarce resources among a diverse set of businesses and functions" - one of the key challenges to management identified by Kotter (1982:122). Financial Management aims at giving the technical know-how of budgeting and most people were satisfied with their training in this subject (see Tables 4.5 and 4.6).

The fact that management involves "... working through and with others" (Badawy 1982:17), could be the reason

*Subjects identified by less than 10 respondents are grouped together as "other".

TABLE 4.7

LIST OF FIELDS OF STUDY IDENTIFIED AS HAVING THE MOST PRACTICAL
USE IN PRESENT WORK SITUATION

Field of study	N	% of total*
Financial Management	650	66,7
Personnel Management	388	41,5
Marketing Management	380	39,8
Business Policy	306	38,5
Management Information Systems	238	27,8
Business Economics	206	23,8
Organizational Studies	144	18,3
Manpower Management	129	18,8
Quantitative Methods	122	14,6
Administration	106	20,5
Production Management	85	9,9
Legal Aspects	53	7,8
Business Accounting	22	23,9
Construction Management	19	18,3
Computer Training	11	45,8

*"Total" means the number of respondents who indicated that the appropriate field of study was part of their curriculum according to Table 2.3.

why four out of every ten respondents that studied Personnel Management (41,5 %), identified it as one of the subjects with the most practical use.

The variety of subjects identified by the respondents as having the most practical use in their present work situ-

ations, illustrates that they come from a variety of occupations (see Table 2.4).

4.3.3 Subjects with the least practical use

The list of subjects identified as those that have the least practical use in the work situation of the respondents are listed in Table 4.8. The subjects were again ordered from high to low according to number of respondents indicating these subjects as having the least practical use. The number of respondents are given as a percentage of the total number of respondents that attended courses in each subject.

Although Construction Management was only identified by 85 respondents as having the least practical use, it amounts to 81,5 % of the total number of respondents that attended this course in their management training. This immediately throws doubt upon the feasibility of including this subject in the curriculum of management training at all - even as an optional subject. Not only was it identified as the subject with the lowest mean value of standard of training, but also as the subject with the least practical use by the vast majority of respondents who chose to study it. However, Construction Management is a subject that is job-specific and the practical value thereof would depend very much on what the person is doing. It may be that these respondents are not concerned with construction management in their present jobs, hence the low practical use of this subject.

Production Management is identified by 50,2 % of the respondents that attended it, as one of the subjects having the least practical use, with Legal Aspects (43,6 %) and Quantitative Methods (41,1 %) following. Of the other so-

TABLE 4.8

LIST OF FIELDS OF STUDY IDENTIFIED AS HAVING THE LEAST PRACTICAL
USE IN PRESENT WORK SITUATION

Field of study	N	% of total*
Production Management	430	50,2
Quantitative Methods	342	41,1
Legal Aspects	297	43,6
Marketing Management	254	26,6
Business Economics	219	24,4
Organizational Studies	216	27,4
Construction Management	85	81,7
Manpower Management	161	23,4
Management Information Systems	149	17,4
Business Policy	148	17,1
Administration	147	28,4
Personnel Management	107	11,4
Financial Management	58	6,0
Business Accounting	25	27,2
External Relations	20	45,5
Purchasing	12	44,4

*Total is the number of respondents who indicated that the appropriate field of study was part of their curriculum according to Table 2.3.

called optional (specializing) subjects that apparently do not have much practical use are External Relations (45,5 %) and Purchasing (44,4 %).

The importance of subjects such as Financial Management and Personnel Management, on the other hand, are again stressed by the low number of respondents that identified them as having the least practical use (Only 6,0 % and 11,4 % (respectively) of the respondents that attended these two subjects said that they had the least practical use).

Management is known as a rapidly changing study field and it would be interesting to see how many respondents attended other relevant courses after completing their management training. This will be discussed in the following section.

4.3.4 Other management-related courses attended

Approximately a quarter (24,3 %) of the respondents indicated that they had attended other management-related courses after completing their degrees in management training (in reply to Question 5.4 of Appendix A). The majority of them (60,5 %) said that these were management/leadership seminars, which included seminars such as the Louis Allen Leadership Seminar or an advanced management seminar.

Seminars on organizational studies (7,8 %) and labour relations (6,6 %) were also attended by more than ten of the respondents. Seminars on Financial Management were attended by only 5 respondents (which is only 0,5 % of the total number of respondents). This may be due to the fact that Financial Management was included in the curriculum of the majority of respondent's management training (see Table 2.3) and that the respondents were satisfied with the training they had received in this subject (see Tables 4.4 and 4.5).

In Question 7.2 each respondent was asked to rate the value of his/her management training in terms of each of the following groups (the rating was done on a 5-point scale where 5 = highly valuable and 1 = not at all valuable; see Appendix A).

- (a) All levels of management
- (b) Top management
- (c) Senior management
- (d) Middle management
- (e) Lower levels of management
- (f) People most likely to be promoted to a management position
- (g) People not in management positions

The responses to this question are given in Table 4.9. From this table it is clear that management training is seen as having the highest value for those in top management. More than three quarters of the respondents (81,4 %) indicated either a 4 or a 5 (with 56,0 % indicating a 5) on the 5-point scale. Where the value of management training for the lower levels of management is concerned, the respondents were about equally divided between the categories: "valuable (4 and 5), not sure (3) and of no value (1 and 2)". Only 32,7 % indicated that it was valuable (4) (17,0 %) to highly valuable (5) (15,4 %), while more than a third (34,3 %) were of the opinion that it has a very low (to even no) value for this level (2 = 25,1 % and 1 = 9,2 %).

The fact that its value rose for someone who is most likely to be promoted to a management position could explain why management training is seen to have more value for top management than the lower levels. It is of lit-

TABLE 4.9

VALUE OF MANAGEMENT TRAINING FOR DIFFERENT MANAGERIAL LEVELS

Managerial level		Value of training					To- tal
		No value	←————→			Higly valuable	
		1	2	3	4	5	
All levels of management	N	25	52	273	339	274	963
	%	2,6	5,4	28,3	35,2	28,5	100
Top management	N	17	56	110	249	550	982
	%	1,7	5,7	11,2	25,4	56,0	100
Senior management	N	5	16	116	362	481	980
	%	0,5	1,6	11,8	37,0	49,1	100
Middle management	N	5	34	245	388	307	979
	%	0,5	3,5	25,0	39,6	31,4	100
Lower levels of management	N	89	244	320	168	150	971
	%	9,2	25,1	33,0	17,3	15,4	100
Those due for management	N	23	115	235	321	282	976
	%	2,3	11,8	24,1	32,9	28,9	100
Those not in management	N	342	278	203	76	74	973
	%	35,1	28,6	20,9	7,8	7,6	100

tle value if you remain at a lower level, but is seen as a means for promotion to a higher level until you reach the highest level in the hierarchy. The respondents' expectations of what management training can do for you are again illustrated here - some of the respondents may regard it as an open invitation to management. It could also be that the training is more relevant for those in higher management positions.

CHAPTER 5 : CAREER ANCHORS OF THE SURVEY GROUP

5.1 INTRODUCTION

When people first enter the world of work they do so with knowledge based on their education or training. They have ambitions, hopes and fears but relatively little real knowledge about themselves in a work situation. They do not know how their talents and abilities based on school performance will interact with demands of work. Only when their talents and abilities are tested in real-life situations in which the outcomes matter, do these become an active part of one's self-knowledge. Schein (1982 : 20) says for example that many young people aspire to be managers but do not realize that they might not be talented in working with people, or, even if they have the talent, they might not enjoy it at all. As more self-knowledge is developed one learns how to make more rational career choices. The dominant elements governing these choices are called "career anchors" - anchors because one's self-knowledge (self-image) begins to function as a guide and constraint for career choices.

The career anchor can be seen as the area of the self-image that is so central that one will not give it up, even if forced to make a difficult choice - therefore there can only be one anchor. "It is the set of needs, values and talents which are at the top of the person's hierarchy within one's self-image" (Schein 1982:32). It is a growing area of stability within a person and is the result of the early interaction between the individual and the work environment - "...as one gains work experience, one gradually learns more about oneself, one's talents, motives and values, and begins to discover what is really important" (Schein 1982:20).

The career anchor does not necessarily reflect what a person might actually be doing at a given stage in one's career but rather it reflects one's self-image. Economic or family constraints might force a person to accept a job which is not really him, however, "... the self-image remains constant even if circumstances prevent one from acting on it" (Schein, 1982:22).

This self-image is developed in terms of one's

- (a) abilities and talents: what one is good or not good at;
- (b) motives and needs: what one ultimately seeks in one's career;
- (c) values: what kind of company, work environment, products or service one wants to be associated with (Schein 1982:20).

5.2 CALCULATION OF CAREER ANCHORS

Nine different career anchors were identified by Schein (1978, 1980 and 1982) and each of these present a "... dominant area of the self-concept" (Schein 1982:22). These are the two security anchors (Security based on job tenure and Security based on geographical location), managerial competence, technical/functional competence, creativity/entrepreneurship, variety, autonomy, service/dedication to a cause and organizational/occupational identity. The questionnaire developed by Schein (1982) made provision for the same number of career anchors. This questionnaire consists of 41 items of which the first 22 must be rated according to their importance on a 6-point scale (where 1 = of no importance and 6 =

centrally important) and the last 19 according to a scale of 1 = not at all true and 6 = completely true. (These items are taken up in Question 9 of the questionnaire (Appendix A)). The 41 items are arranged in such a way that the nine anchors can be calculated by means of a simple method (Appendix C).

The nine anchors can also be extracted by means of a factor analysis. A factor analysis was performed on the replies to Question 9 using the same method as discussed in Chapter 3. The career anchors and the items relating to each anchor as well as the relevant factor loadings are indicated in Table 5.1. Also included after each factor is the name of the relevant career anchors and the items (statements) which form the factor.

In Table 5.1 the 41 career anchor items are grouped under Factor I to IX according to highest factor loadings. The statements grouped under Factors II, III, V, VI and VIII are the same statements that Schein (1982:16) identified as describing the appropriate anchors (organizational/occupational identity, technical/functional competence, autonomy, etc.). Factor I (service/dedication to a cause) the four items identified in Table 5.1 are the same as those identified as "service" - items by Schein (1982:16), but he also identified a fifth one. This item (to see others change because of my efforts) was grouped here with the managerial competence anchor (Factor VII in Table 5.1). However, it could also be grouped with Factor I as it also had a high factor loading (0,42) for Factor I. The same applies to the two entrepreneurship/creativity items that are grouped under Factor IV (variety) in Table 5.1 (the number of ideas/products I was directly involved in creating, and to create/build something that is entirely my own product). Both these items also had high factor loadings for

TABLE 5.1 : CAREER ANCHOR ITEMS RELATING TO EACH FACTOR AND IDENTIFICATION OF FACTORS ACCORDING TO SCHEIN'S CAREER ANCHORS

Career anchor items	Factor loading
<u>Factor I : Service/dedication to a cause</u>	
To use skills and talents in service of an important cause (service)	.75
A career in which I could be of service to others (service)	.73
Career in which I could be committed to a cause (service)	.67
To use interpersonal and helping skills in the service of others (service)	.65
<u>Factor II : Organizational/occupational identity</u>	
To be identified with a powerful/prestigious employer (identity)	.74
To be with a particular organization (identity)	.74
To be identified by my organization and job title (identity)	.73
To be recognized by my title and status (identity)	.58*
Being identified with and gaining status from occupation (identity)	.42*
<u>Factor III : Technical/functional competence</u>	
To remain in area of expertise rather than being promoted into management (technical competence)	.72
To remain in specialized area as opposed to be promoted out of that area (technical competence)	.70
A management position only if it is in my area of expertise (technical competence)	.65
Would leave the company rather than being promoted into management (technical competence)	.55
To build career around a specific functional/technical area (technical competence)	.52
<u>Factor IV : Variety</u>	
An endless variety of challenges is what I really want (variety)	.79
An endless variety of challenges in my career (variety)	.73
A maximum variety of types of assignments and work projects (variety)	.66
The excitement of participating in many areas of work (variety)	.43
The number of ideas/products I was directly involved in creating (creativity)	.37*
Motivated by using talents in a variety of areas of work (variety)	.35
To create/build something that is entirely my own product/idea (creativity)	.26*
<u>Factor V : Autonomy/independency</u>	
To pursue own lifestyle and not be constrained by organizational rules (autonomy)	.71
A career permitting freedom and autonomy to choose own work (autonomy)	.65
A career free from organization restrictions (autonomy)	.62
Don't want to be constrained (autonomy)	.59
My own sense of freedom and autonomy (autonomy)	.52
<u>Factor VI : Security based on geographic location (security B)</u>	
To remain in present geographical location (security B)	.85
To remain in one geographical area (security B)	.84
An organization permitting me to stay in one geographical area (security B)	.82
<u>Factor VII : Managerial competence</u>	
A position of leadership and influence (managerial competence)	.68
To supervise, influence, lead and control people at all levels (managerial competence)	.58
To rise to a position in general management (managerial competence)	.51
To see others change because of my efforts (service)	.43*
Position where analytical competence could be combined with supervision (managerial competence)	.42
Level of responsibility where my decisions make a difference (managerial competence)	.42
<u>Factor VIII : Security based on job tenure (security A)</u>	
An organization which will provide security (guaranteed work, etc.) (security A)	.80
An organization which will give me long-run security (security A)	.79
An organization which provides life time employment (security A)	.70
<u>Factor IX : Entrepreneurship/creativity</u>	
To use my skills in building a new business enterprise (creativity)	.68
Entrepreneurial activities (creativity)	.66
To start and build up a business of my own (creativity)	.59

*These items are also grouped in other factors.

Factor IX (entrepreneurship/creativity), where Schein grouped them.

Overall the pattern into which the items were grouped in this factor analysis is similar to the one identified by Schein (1982:16). Schein's method of calculation of career anchors was, therefore, used in all further data analyses in this report. According to this method the mean of the value attributed to the different items making up a specific anchor, are calculated and taken as the value given to that anchor (Appendix C). The career anchor with the highest value is regarded as the dominant one and thus represents a person's career anchor.

In the next section the career anchors of the respondent group will be discussed in terms of possible correlations that exist between their career anchors and their occupation, employer sector, managerial level, geographical distribution and age distribution. As we are working with groups and not individuals, the mean referred to in the discussions to follow will represent a mean of the values calculated for each career anchor for each individual in that group. Where a group consists of fewer than 6 respondents, it is not included in the discussions to follow.

5.3 CAREER ANCHORS AND THEIR CORRELATES

5.3.1 Introduction

The career anchor is a concept related to every individual. It is not possible to associate any career anchor to a particular occupation as the error of assuming that everyone in that occupation has the same values and enters the occupation for the same reasons, will be made

(Schein 1982 : 30). It is, however, true that the career anchor does have an effect on one's career choice; there may even be a reciprocal influence between one's career anchor, age, occupation, geographical area of work and other biographical variables. The purpose of this section is to determine statistically if there are any positive relations between the career anchors of the respondents and their age, occupation, geographical area of work and other biographical variables.

5.3.2 Career anchors for survey group as a whole

The mean value of the average score of each anchor (calculated according to Appendix C) for the survey group as a whole is indicated in Table 5.2. Only those respondents who answered all the different items for a specific anchor correctly, were included in Table 5.2 and in further analyses. The career anchors in Table 5.2 are arranged in descending order according to the size of their mean value.

From this table it is clear that managerial competence as an anchor has the highest mean ($\bar{X} = 4,7$). This may be the reason why the respondents decided to undergo management training - their need to feel competent in a managerial role. The anchor with the second highest mean is organizational/occupational identity ($\bar{X} = 4,6$), which may also be seen as a reason influencing their decision to undergo management training. A person with an advanced degree in management is among "... the most sought after ... (m)asured by their starting salaries, they are an élite" (Livingston 1971:54). Being a manager also gives one a certain status, as it distinguishes one as a person who has "... achieved outstanding success and renown ... the uncommon m(a)n" (Charoux 1983:24). The respondents had obtained various basic training qualifications and

TABLE 5.2 : MEAN VALUE OF SCORES OBTAINED FOR CAREER ANCHORS OF THE SURVEY GROUP

Career anchors	N*	$\bar{X}$	s
Managerial competence	992	4,7	0,8
Organizational/occupational identity	992	4,6	0,8
Variety	992	4,3	1,0
Autonomy/independence	992	3,9	1,0
Service/dedication to a cause	992	3,7	1,1
Security based on job tenure	991	3,4	1,3
Entrepreneurship/creativity	992	3,3	1,1
Security based on geographical location	992	3,1	1,5
Technical/functional competence	992	2,6	1,0

*Only those respondents who completed all the different items relevant to a specific anchor correctly, are included in this table.

some of these were not related to management training. This may explain why variety had the high mean of $\bar{X} = 4,3$. The mean scores in Table 5.2 indicate that the South African MBA/MBL alumni in general are people with managerial competence as a career anchor built on occupational identity and variety.*

*Variety is also seen as a "... crucial component of the managerial career anchor ... one of the sources of attraction to the managerial career is that it provides constant variety" (Schein 1982:31)

An interesting aspect is the high mean of service as a career anchor($\bar{X} = 3,7$). According to DeLong (1982:58) "... few MBA's expressed a concern for serving as a driving force in career decision making". The fact that service has such a high mean value among the present respondents indicates that some of them use this as a career anchor. It could be that the South African manager sees his job as manager as one built around helping those that are working under him, but it may also be linked to other variables that may be the result of their need to be of service to others. This will be discussed in the following sections.

The career anchor with the lowest mean is technical/functional competence. The self-image of people with this anchor is "... tied up with their feeling of competence in the particular area they are in, and consequently they are not interested in management per se, though they will accept management responsibility within their technical or functional area of competence" (Schein 1978:129). It can be expected that people who place value on managerial competence, variety and autonomy, place a low value on technical/functional competence as defined in the items identified by Schein. These items are in many respects the opposite of what one would expect from the manager.

5.3.3 Career anchors and their relation to occupation

In this section the career anchors of the respondents will be discussed in terms of their relation to the following variables: occupation, employer sector, age group, managerial level and geographical distribution. The method of data processing used is an exploratory technique that attempts to describe a multidimensional set of variables in fewer dimensions, namely correspon-

dence analysis*. The mean value of the score of each career anchor according to the different variables was used in this analysis.

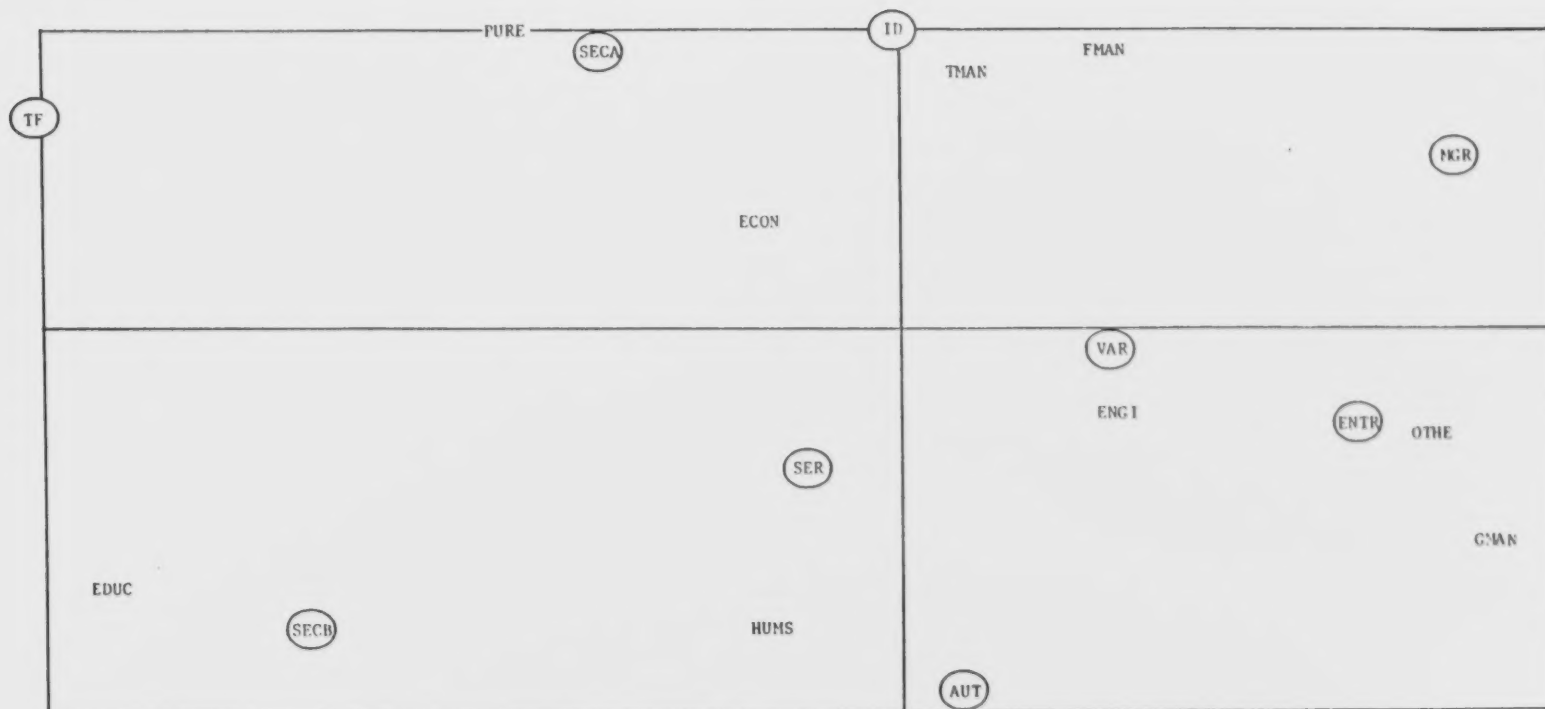
The results of these analyses are indicated in Figure 5.1 to Figure 5.5.

The result of the correspondence analysis using the means for the career anchors according to occupation is shown in Figure 5.1. The career anchor codes are circled for clarity. This analysis shows the occupational categories associated with the different career anchors. All the means are used and all possible relationships are taken into consideration.

Figure 5.1 indicates that managers and non-managers (according to occupational titles) tended to differ in the strength of their association with the different career anchors. The managers identified much more readily with those anchors describing the manager as a person. The engineers (ENGI) are a notable exception here. The picture obtained from the correspondence analysis is very much that which one would expect from the definition of the career anchors supplied by Schein (1978 and 1982) as is illustrated by the relevant positions of, for example TF and GMAN. Whether a person is a manager or not, has a close association with their career anchor.

*For a detailed discussion of this technique see Du Toit et al. 1984.

FIGURE 5.1
ASSOCIATIONS BETWEEN CAREER ANCHORS AND OCCUPATION OF SURVEY GROUP



Key

Career anchors

- AUT = Autonomy
- NGR = Managerial competence
- TF = Technical competence
- ENTR = Entrepreneurship/creativity
- VAR = Variety
- ID = Identity
- SER = Service/dedication to a cause
- SECB = Security of geographical location
- SECA = Security of job tenure

Occupation

- GMAN = General managers
- FMAN = Functional managers
- TMAN = Technical managers
- ENGI = Engineers
- PURE = Natural scientists
- EDUC = Educationalists
- HUNS = Human scientists
- OTH = Other scientists
- ECON = Economists

5.3.4 Career anchors and their relation to employer sector

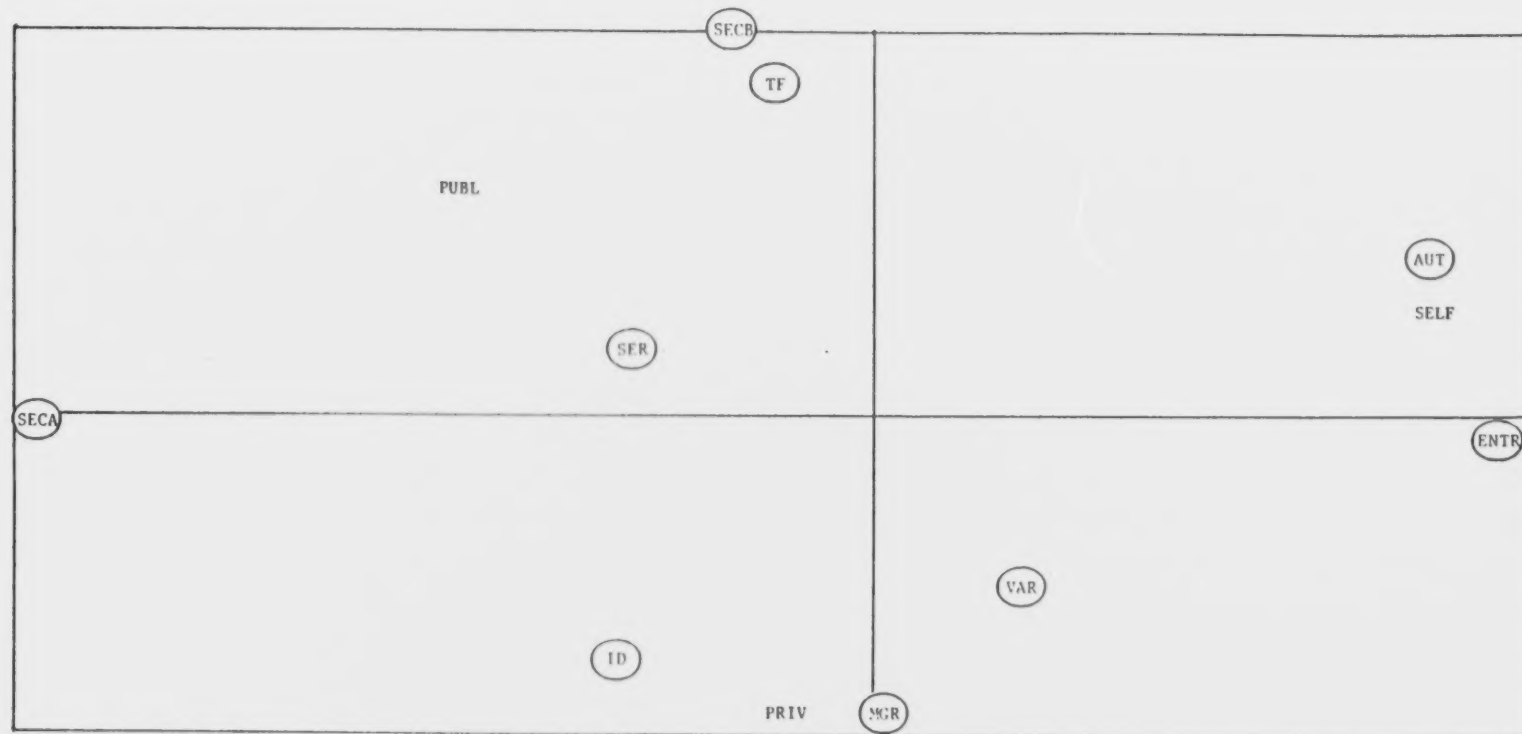
The six employer sectors in Figure 2.1 were grouped into three main sectors, namely self-employed (SELF), public sector (PUBL) and private sector (PRIV) and the result of the correspondence analysis done on the means calculated for the career anchors according to these sectors is illustrated in Figure 5.2. The codes referring to the career anchors are circled for clarity.

It is evident from both these figures that the career anchor of a person can have an effect on the employer sector within which he chooses to work. So, for instance, is the strong association between the career anchors entrepreneurship/creativity (ENTR) and autonomy(AUT) and the self-employed (SELF) respondents an illustration of these respondent's drive to "... create or build something that was entirely their own product (ENTR) ... (and to) ... be free from organizational constraints ... to be on their own, setting their own pace...(AUT)" (Schein 1978:148-157).

The respondents employed in the private sector are more likely to have either managerial competence (MGR), variety (VAR) and organizational/occupational identity (ID) as career anchor. This is illustrated by the close association between these anchors and the private sector (PRIV) in Figure 5.2.

The people employed in the public sector (PUBL) are in turn more likely to have service/dedication to a cause (SER), security based on geographical stability (SECB) and job tenure (SECA) or technical/functional competence as anchor as is evident from the closer association between these anchors and PUBL illustrated in Figure 5.2. It could be that the occupations available in this sector

FIGURE 5.2
ASSOCIATIONS BETWEEN CAREER ANCHORS AND EMPLOYER SECTOR OF SURVEY GROUP



Key

Career anchors

- AUT = Autonomy
- MGR = Managerial competence
- TF = Technical/functional competence
- ENTR = Entrepreneurship/creativity
- VAR = Variety
- ID = Identity
- SER = Service/dedication to a cause
- SECB = Security of geographical location
- SECA = Security of job tenure

Employer sector

- SELF = Self-employed
- PUBL = Public sector
- PRIV = Private sector

provide the needed opportunities for people with these anchors.

According to Schein (1978:147) one can only identify one's career anchor at a later stage (mid-career). In the following section the effect of the age group of the respondents will be discussed.

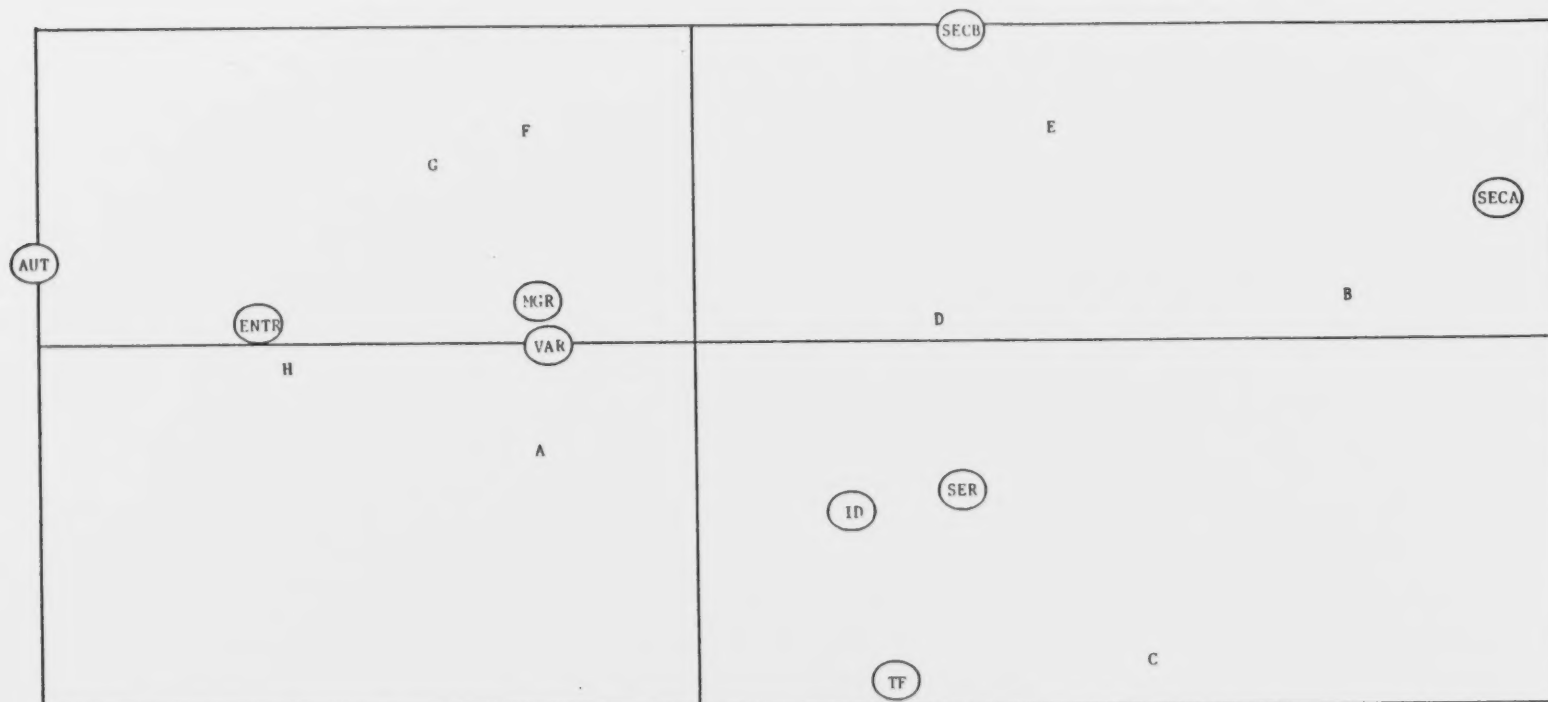
5.3.5 Career anchors and their relation to age distribution

The result of the correspondence analysis done on the means of the career anchors according to the age distribution of the survey group is illustrated in Figure 5.3. In this correspondence analysis the group 29 years and younger does not appear, due to the fact that the quality of its measurement was too low (lower than 100).

According to this figure age has an influence on one's career anchor. For the group that is ready (or preparing) for retirement (age group 60-64 years(B)), security based on job tenure (SECA) is important, perhaps because the need to feel secure during a time of "... (a)djusting to more drastic changes in life-style, role, and standard of living" (Schein 1978:45).

The other associations illustrated in this figure can also be linked to the career stage at which the person finds himself and the tasks and decisions with which he is confronted at that stage according to Schein (1978:40 - 46). An example is the group between the ages of 50-59 years' (C and D) association with service (SER), identity (ID) and technical/functional competence (TF). Some of the primary issues of people in this age group are defined as "... (d)eepening skills if decision is to pursue a technical or functional career ... (u)sing one's skills and talents for the long-range welfare of the organiza-

FIGURE 5.3
ASSOCIATIONS BETWEEN CAREER ANCHORS AND AGE DISTRIBUTION OF SURVEY GROUP



Key

Career anchors

AUT = Autonomy
MGR = Managerial competence
TF = Technical/functional competence
ENTR = Entrepreneurship/creativity
VAR = Variety
ID = Identity
SER = Service/dedication to a cause
SECB = Security of geographical location
SECA = Security of job tenure

Age

A = 65 years and older
B = 60-64 years
C = 55-59 years
D = 50-54 years
E = 45-49 years
F = 40-44 years
G = 35-39 years
H = 30-34 years

tion ... and on behalf of others in various senior roles, (as well as) ... (d)developing broad perspective, long range time horizons, and realistic appraisal of the role of the organization in society" (Schein 1978:44-45). All these have elements of organizational identity, service and technical/functional competence, thus explaining the relation between these anchors and this age group.

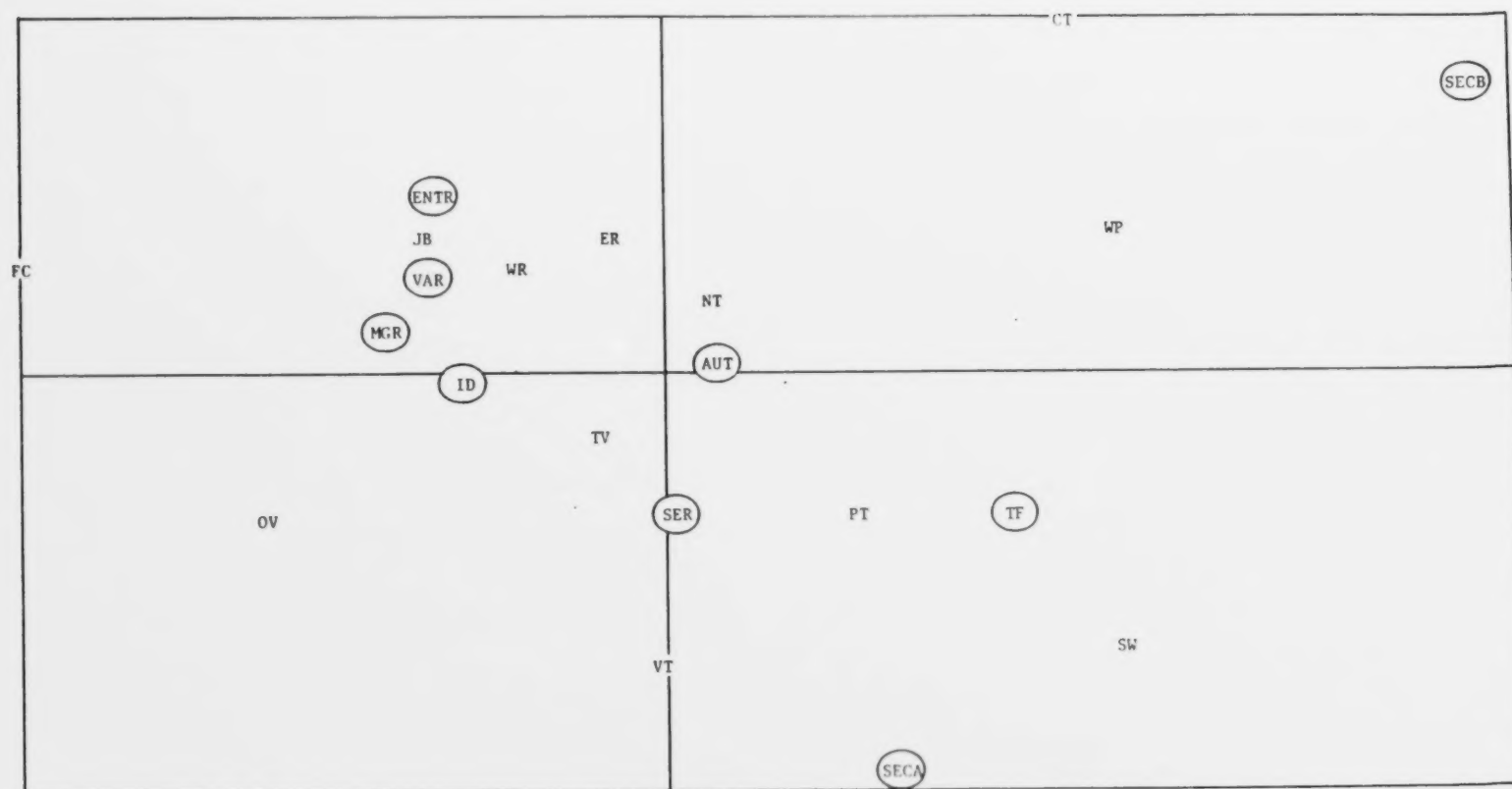
So can the fact that the respondents in the age group 45-49 years (E) may have children of schoolgoing ages, whom they do not wish to take out of school, explain their strong association with security based on geographical stability (SECB).

5.3.6 Career anchors and their relation to geographical distribution

To establish whether there is some relation between geographical area and career anchors, the mean of the career anchors according to geographical area were calculated and used in a correspondence analysis (See Figure 5.4). Some of the associations emerging from this analysis can be linked to the special economical and career attributes of that area, while others can be linked to the value a person may place on a specific area.

The clustering of the career anchors entrepreneurship/creativity (ENTR), variety (VAR), managerial competence (MGR), identity (ID) and autonomy (AUT) around the Johannesburg-Witwatersrand area (JB,WR and ER) as well as the rest of the Transvaal (TV) (excluding Pretoria (PT) and the Vaal Triangle (VT)) can be explained by the fact that the industrial, gold mining and commercial activities are concentrated in these areas. The Johannesburg-Witwatersrand area contains the headquarters of most of the major organizations in South Africa. It is there-

FIGURE 5.4
ASSOCIATIONS EXISTING BETWEEN CAREER ANCHORS AND GEOGRAPHICAL DISTRIBUTION OF SURVEY GROUP



Key

Career anchors

AUT = Autonomy
MGR = Managerial competence
TF = Technical/functional competence
ENTR = Entrepreneurship/creativity
VAR = Variety
ID = Identity
SER = Service/dedication to a cause
SECB = Security of geographical location
SECA = Security of job tenure

Geographical distribution

CT = Cape Town
WP = Reso of Western Province
NT = Natal
PT = Pretoria
JB = Johannesburg
ER = East Rand
WR = West Rand
VT = Vaal Triangle
TV = Rest of Transvaal
OV = OFS (excluding Sasolburg)
SW = SWA
FC = Foreign

fore a perfect breeding ground for managers and entrepreneurs, as well as for people looking for a prestigious organization and variety. The fact that Natal (NT) is also included in this cluster could be because the majority of respondents in this area are situated in the Durban-Pietermaritzburg area to which the same attributes may be ascribed, namely that it is the major harbour for South Africa as well as a favourite holiday resort.

Pretoria (PT), Vaal Triangle (VT) and South West Africa (SW) are associated with service (SER), technical/functional competence (TF) and security based on job tenure (SECA). This could be due to the fact that most of the government organizations, universities and technikons as well as organizations such as ISCOR and SASOL are situated in these areas. The associations that exist between the occupational categories and employer sector as illustrated in Figures 5.1 and 5.2 could be linked to these.

An interesting association is that between security based on geographical location (SECB) and Cape Town (CT) and the rest of the Western Province (WP) (see Figure 5.4). It is often said that "...Capetonians are famous for their resistance to move away from the Cape - they would rather change jobs, even change careers than leave their fair land" (Oppler 1984:42). This is illustrated by the associations between SECB and CT and WP in Figure 5.4.

5.3.7 Career anchors and their relation to managerial level

In all the above paragraphs the survey group as a whole was used in analyses. Where the managerial level is concerned only the responses of those who are in a managerial position are used (indicating a "YES" to Question 7.1 (Appendix A)). The mean of each of the career anchors according to managerial level were used in a corre-

spondence analysis and the result thereof is illustrated in Figure 5.5.

The associations illustrated in Figure 5.5 are very informative. This figure indicates that respondents in top management (TOP) are more closely associated with autonomy (AUT) and more distantly with entrepreneurship/creativity (ENTR). These are the people that have either moved up the hierarchy of a big organization or are self-employed, thus being the top manager of their own companies. Their association with autonomy (AUT) may be the result of their drive to become the person concerned with making the rules of the company or being able to build their own company according to their own needs and abilities - which, in turn, explains their association with entrepreneurship/creativity (ENTR).

The anchors with which the group in senior management (SEN) closely associated, were the two security anchors (SECA and SECB) as well as service/dedication to a cause (SER). Perhaps the respondents on this level were associated with the two security anchors because they would like to build a managerial career in the organization in which they are presently employed - having career stability until retirement (security based on job tenure) and because they want to stay in their present geographical location because of family commitments, for example schoolgoing children (security based on geographical location). Senior managers are usually found in the age group that have schoolgoing children. They may also need to be committed to a specific cause - perhaps a need to become a mentor to others in the lower levels.

The middle managers (MID) associated more closely with the anchors technical/functional competence (TF) and organizational/occupational identity (ID) (see Figure 5.5).

FIGURE 5.5
ASSOCIATIONS BETWEEN CAREER ANCHORS AND MANAGERIAL LEVEL OF SURVEY GROUP



Key

Career anchors

AUT = Autonomy
MGR = Managerial competence
TF = Technical/functional competence
ENTR = Entrepreneurship/creativity
VAR = Variety
ID = Identity
SER = Service/dedication to a cause
SECB = Security of geographical location
SECA = Security of job tenure

Managerial level

TOP = Top management
SEN = Senior management
MID = Middle management
LOW = Lower levels of management

For this group (more than for any of the other groups) being associated with technical/functional expertise (TF) is still important even though the respondents ultimately want to become managers. Their association with identity (ID) could be important because to them management is equal to having an important job title and status.

What can be said of the associations discussed in the paragraphs above is that they all stem from the survey groups' career anchors, leading them to choose a certain career, which may be linked to a certain employer sector, geographical location etc.

CHAPTER 6 : SUMMARY AND CONCLUSION

6.1 SUMMARY

6.1.1 Aims and survey group

The aims of this study are the following:

(a) To examine how those individuals who received post-graduate management training at a South African university view the training in the development of managerial know-how and skills.

(b) To study how management training relates to the different work experiences of the management training graduate.

(c) To determine how those who attended management training, rate themselves with regard to the degree to which they possess managerial skills.

(d) To establish the career anchors of those who attended management training and what factors influence these career anchors.

A managerial skill was defined as a developed or acquired ability that enables one to become a competent manager - to use managerial knowledge effectively and readily in managerial practice. Fourteen managerial skills were identified and used in this study.

A career anchor was defined as the motivational, attitudinal and value syndromes that serve to guide, constrain, and integrate one's career. The nine career anchors identified by Schein (1975, 1978, and 1982) and DeLong

(in Katz 1982 and DeLong 1982) were used, namely managerial competence, technical/functional competence, autonomy/independence, security based on job tenure, security based on geographic stability, service/dedication to a cause, entrepreneurship/creativity, organizational/occupational identity, and variety.

A total of 2 188 questionnaires were posted to all persons on the HSRC Register who had obtained a postgraduate degree in management training (MBA, MBL or HBA), at a South African university. Of this total 1005 usable questionnaires were returned and these constituted the survey group for this study.

The data collected by means of this questionnaire was linked with the data of each respondent whose name was in the HSRC Register.

6.1.2 Biographical information

The survey group was approximately equally divided between the two language groups (50,6 % Afrikaans, and 49,9 % English-speaking). The majority of English-speaking respondents (52,0 %) were younger than 40 years whereas only 42,6 % of the Afrikaans-speaking respondents were younger than 40 years. More than two thirds of the respondents group (73,6 %) were found in the PWV area. Migration to this area in which most of the large industries as well as the government departments are situated, could explain this.

As far as the respondents' basic training is concerned, approximately two thirds (65,8 %) had either a commerce and administration (34,4 %) or an engineering (31,4 %) qualification. Four other fields of basic study were

also identified, namely pure sciences, agriculture, medicine and human sciences.

6.1.3 Career information

The vast majority (86,3 %) of the respondents said that they were in a management position at the time of the survey, though only 57,4 % identified themselves as "managers" by means of the functional description of their occupation. Perhaps some of those who found themselves in management still prefer to be identified by their scientific professional careers.

More than three quarters (76,1 %) of the respondents were classified in the two higher levels of management, namely top management (38,2 %) and senior management (37,8 %). The vast majority (95,9 %) were promoted to their present level within the last 10 years and it can be accepted that the majority of them started their management training after being promoted to management, though not necessarily their present level.

Approximately three quarters (73,4 %) of the respondents were found in the private sector. This includes self-employed respondents.

6.1.4 Occupational success and job values

Three quarters of the respondents (75,3 %) were of the opinion that they were successful to very successful in their present careers with 45,2 % of those regarding themselves as successful expecting an increase in their degree of success as they approached the height of their careers. To be successful in their careers was of great

importance to the respondents, since 90,8 % indicated that it was important or very important for them to be successful. The respondents' assessment of their success and the importance of success at work were influenced by the level of management in which they found themselves at the time of the study, their age and home language.

The job characteristics the respondents viewed as most important were those directly related to the nature of the work, whereas those viewed as least important were concerned with the more peripheral aspects of the job (physical working conditions, job security, etc.).

6.1.5 Managerial skills

A factor analysis done on the respondents' assessment of the degree to which they possess the 14 managerial skills revealed that these skills could be divided into three categories:

- (i) administrative,
- (ii) technical, and
- (iii) interpersonal skills.

It was also found that actually being a manager influences one's perception of the degree to which one possesses managerial skills. This occurs because individuals learn to recognise their own abilities when confronted with a situation in which these abilities are needed. Other variables that influenced the respondents' perception of the degree to which they possess managerial skills were employer sector, age and level of management.

6.1.6 Career anchors

Schein's (1982 : 16) method of calculation of career anchors was used in the data analyses on career anchors in this report. A factor analysis done on the responses to Question 9 (see Appendix A) indicated that the pattern into which the different items were grouped is similar to the one identified by Schein (1982 : 16).

Managerial competence as an anchor obtained the highest mean score ($\bar{X}$ = 4,7), with organizational/occupational identity ($\bar{X}$ = 4,6) following. Variables such as employer sector, occupation, age and geographical distribution had an influence on career anchor. The younger respondents (30-34 years), for instance, were more closely associated with the entrepreneurship/creativity anchor than older respondents, while the group older than 65 were associated with variety and managerial competence.

6.1.7 Reason for doing management training

The vast majority of respondents (94,1 %) said that the decision to do management training was self-initiated. The main reasons why the respondents did management training were to learn management skills, such as financial and interpersonal skills as well as to improve their career possibilities.

Management training courses were seen by the respondents as both well planned theoretically and practically. This training was also seen as a means to develop managerial skills. These were some of the reasons given as to why the respondents felt that their training met their expectations.

The few respondents (13.4 %) who indicated that their management training did not meet expectations said that this was mainly due to their inability to attain their career aspirations or else that the course was too theoretical or academic.

6.1.8 Fields of study

In general the respondents perceived the standard of training in the different fields of study as satisfactory. Only one subject (Construction Management) had a lower mean than 3,0 on a five-point scale. Financial Management, which was included in the majority of respondents' management training, had a mean of 4,2 for its standard of training. It was also identified as one of the fields of study having the most practical value by the majority of students who studied the subject (66,8 %).

Reasons were given for dissatisfaction with training by relatively few respondents. These were mainly that the contents of the field of study were inadequate, that lecturers lacked teaching skills and contents of courses were too technical. Construction Management was one of the subjects identified by the respondents as having a low standard of teaching and also as having the least practical use.

6.1.9 Value of management training

As far as the value of management training is concerned, it was found that management training had more value for top and senior management than for those on lower levels of management. The respondents were of the opinion that

it has no real value for people who are not in management positions.

The contribution of management training towards the development of managerial skills was rated lower than that of the respondents' job experiences. The only two skills to which management training made a greater contribution than job experience were the development of analytical, problem-solving skills and balanced learning habits and skills.

6.2 CONCLUSIONS

This study described the skills, career anchors and the opinion of training of a group of persons who had received postgraduate management training at a South African university. A clear distinction could be drawn between those in a management position and those not in a management position. Within these two subgroups various differences were found with regard to their managerial skills, career anchors and their assessment of the contribution made by their management training and job experiences towards the development of managerial skills.

The result of this study may have limited generalizability because the representativeness of the sample of respondents in relation to the MBA/MBL alumni in the general population is unknown. It cannot be assumed that the MBA/MBL graduates in the HSRC Register are a representative sample of all MBA/MBL graduates in South Africa. However, the findings of this report apply to a large group of people with management training (N=1005) and they could be generalized to an even larger number (N=2 188), namely the survey group.

This study confirms that at present South Africa is drawing most of its managers from a small pool, namely the White male population group. Human et al. (1982 : 205) stated that in 1982 only 5,5 % of the economically active population in South Africa fell into the category "professional, technical, administrative and managerial workers", whereas corresponding figures for the UK and USA are 14,7 % and 24,7 % respectively. Managers constitute only 2,0 % of the economically active population in this country. This means that there is one manager for every forty to fifty workers in South Africa while in most developed nations it is claimed that there is one for every eight to ten workers (Ravensdale 1984 : 19).

According to calculations made by Sadie (1984 : 14 et seqq.) the White male population which to date has been the primary source for South African managers, will not be able to produce the additional number of future managers needed. This is mainly due to the fact that the expected growth in the White male population is less than the expected demand for additional managers (Sadie 1981 : 14; Jackson 1982 : 13-15).

A conclusion which may be drawn from these percentages is that the South African management manpower problem is "... one of supply, that in other words there are not enough good people around" (Ravensdale 1984 : 19). This, however, would be a false conclusion. South Africa evidently has a large pool of people of sufficient calibre to be utilized as managers, namely White females and members of the other population groups. These resources are not used in this capacity because of lack of training and experience as managers as well as negative attitudes towards them (sexist, racial and cultural bias) (Bender 1980 : 2-5; Ama survey 1980 : 36; Human et al. 1982:177-179).

An interest in management should be encouraged in all population groups and training and career opportunities be developed. This may go against entrenched prejudices, but it is possible for private enterprise and business managers to lead the way and to initiate desired changes to ensure individual, company as well as national prosperity.

The existing management training in South Africa should constantly be evaluated in terms of the needs of management practice. If this is not done, it will not succeed in training effective managers. At this stage management training is less valuable than on-the-job experiences in developing managerial skills. Formal management training programmes seem to emphasize the development of analytical, problem-solving and decision-making skills, but little attention is given to the development of those skills required to find the problems that need to be solved, to plan for the attainment of desired results, or to carry out operational plans once they are made or of interpersonal skills. These are left to be learned on the job. It must be remembered that rational solutions to problems are not enough; the ability to cope with human emotions is also essential and it is in this that the existing management training fails to assist the manager. The latter skills cannot be learned by written case studies, but by dealing with real-life situations. The possibility of exposing those doing management training to real people or to live cases in programmes conducted either in the classroom or in industry should be examined. Through these programmes the students can learn by taking responsibility for what happens in that particular situation by discovering for themselves what does - and does not - work in practice.

As far as the fields of study are concerned, it became clear that some of these are of little practical use. Keeping them as part of the curriculum of management training should be re-evaluated. The fields of study identified as having little practical use by more than 40,0 % of the respondents that attended courses in these fields, were Construction Management, Production Management, External Relations, Purchasing and Legal Aspects. The curriculum of management training should constantly be evaluated in terms of the ever-changing demands made on the manager. It should be the aim of management training to have a balanced content by combining learning by doing with cognitive learning, having both breadth of scope and depth in analysis.

Concerning the development of managerial skills, it should further be the aim of management training to make use of an action-learning strategy with a strong skill-development orientation. Strategies for adult learning should be incorporated so that one can grow and learn as one gains experience. But management training must also provide valuable knowledge of managerial concepts and principles which can be utilized in practice. This, however, should not be done to teach students to follow a prescribed set of practices or adopting artificial styles inconsistent with their own personalities. This is aligned to what was said earlier concerning exposing students to real-life situations.

However management training was seen as valuable for almost all levels of management , but particularly the higher levels. It can thus be assumed that it does equip people with the know-how needed for the higher levels of management, though it does not necessarily mean that one can only reach top management if one has an MBA/MBL. Not all respondents were identified as managers, which im-

plies that MBA/MBL is not an open invitation to management. If one decides to undergo management training, it is necessary to have realistic expectations of what the career possibilities will be after completing such training. Management training alone is not enough to become an effective manager, but one also needs to be able to work with and through people. It is necessary to gain experience in order to find out if one is meant to be a manager; management training, however, is an aid that can and must be utilized.

Managerial competence was identified as the most important career anchor, implying that the majority of respondents have this as their dominant career anchor. This could be the reason why some studied management training. Though the questionnaire regarding career anchors developed by Schein (1982) was not developed for this purpose, research can be done to establish whether or not it can be used as a means for selecting MBA/MBL students. Those with managerial competence, entrepreneurship/creativity, autonomy and variety as career anchors might be the most suitable for selection, but research on this is also necessary.

HOOFSTUK 7 : OPSOMMING EN GEVOLGTREKKINGS

7.1 OPSOMMING

7.1.1 Doel en onderzoekgroep

Die doel met die ondersoek was die volgende:

(a) Om vas te stel hoe daardie persone wat nagraadse bestuursopleiding by 'n Suid-Afrikaanse universiteit ondergaan het, die waarde van daardie opleiding ten opsigte van die ontwikkeling van bestuurskennis en -vaardighede sien.

(b) Om vas te stel wat die verband is tussen bestuursopleiding en die verskillende werkservaringe van die bestuursgegradueerde.

(c) Om vas te stel hoe daardie persone wat bestuursopleiding ondergaan het hulself beoordeel ten opsigte van die mate waarin hulle oor bestuursvaardighede beskik.

(d) Om die loopbaanankers te bepaal van daardie persone wat bestuursopleiding ondergaan het, asook die faktore wat daardie ankers beïnvloed.

'n Bestuursvaardigheid word gedefinieër as 'n ontwikkelde of aangeleerde vermoë wat 'n mens in staat stel om 'n bekwame bestuurder te wees - om bestuurskennis effektief en geredelik in bestuurspraktyk te kan gebruik. Veertien bestuursvaardighede is in hierdie studie geïdentifiseer en gebruik.

'n Loopbaananker is gedefinieër as die motiverings-, houdings- en waardestelsels wat dien om 'n mens se loop-

baan te lei, te beperk en te integreer. Die nege loopbaanankers wat deur Schein (1975, 1978, en 1982) en DeLong (in Katz 1982 en DeLong 1982) geïdentifiseer is, is gebruik. Hierdie ankers is bestuursbekwaamheid, tegnies/funksionele bekwaamheid, outonomie/onafhanklikheid, sekuriteit gebaseer op lang dienstermyn, sekuriteit gebaseer op geografiese stabiliteit, dienslewering/toewyding aan 'n saak, entrepreneurskap/kreatiwiteit, identifikasie met organisasie/beroep, en verskeidenheid.

'n Totaal van 2 188 vraelyste is gestuur aan al die persone op die RGN-register wat 'n nagraadse kwalifikasie in bestuursopleiding (MBA, MBL of HBA) aan 'n Suid-Afrikaanse universiteit behaal het. Hiervan is 1005 bruikbare vraelyste terugontvang wat dan die onderzoekgroep vir hierdie studie uitmaak.

Die data wat met behulp van hierdie vraelys ingesamel is, is gevoeg by die data wat ten opsigte van elke respondent in die RGN-Register bestaan.

7.1.2 Biografiese inligting

Die onderzoekgroep is ongeveer gelykop verdeel tussen die twee taalgroepe (50,6 % Afrikaans-, en 49,9 % Engels-sprekend). Die meerderheid van die Engelssprekende respondente (52,0 %) is jonger as 40 jaar terwyl slegs 42,6 % van die Afrikaanssprekende respondente jonger as 40 jaar is. Meer as twee derdes van die respondentegroep (73,6 %) woon in die PWV-gebied. Migrasie na hierdie gebied, waarin die meeste van die groot industrieë asook die staatsdepartemente geleë is, kan as verklaring hiervoor dien.

Wat die basiese opleiding van die respondente betref, het dit geblyk dat meer as twee derdes (65,8 %) oor 'n kwalifikasie in handel en administrasie (34,4 %) of in ingenieurswese (31,4 %) beskik. Vier ander basiese studielevelde is ook geïdentifiseer, naamlik suiwer wetenskappe, landbouwetenskappe, mediese wetenskappe en geesteswetenskappe.

7.1.3 Loopbaaninligting

Die oorgrote meerderheid (86,3 %) van die respondente het aangedui dat hulle ten tyde van die opname in 'n bestuursposisie was. Slegs 57,4 % het egter hulself as "bestuurders" geïdentifiseer deur middel van die funksionele omskrywing van hulle beroepe. Sommige van die persone in bestuursposte verkies moontlik steeds om aan hulle wetenskaplik funksionele beroepe gekoppel te word.

Meer as driekwart (76,1 %) van die respondente is in die twee hoër bestuursvlakke, naamlik topbestuur (38,2 %) en senior bestuur (37,8 %). Die oorgrote meerderheid (95,9 %) is gedurende die afgelope 10 jaar na hul huidige bestuursposisie bevorder en dit kan aanvaar word dat die meeste van hulle met hul bestuursopleiding begin het nadat hulle tot bestuurders, alhoewel nie noodwendig tot hul huidige bestuursvlak nie, bevorder is.

Ongeveer driekwart (73,4 %) van die respondente is in die privaatsektor. Dit sluit daardie respondente in wat hulle eie besighede het.

7.1.4 Beroepsukses en werkwaardes

Driekwart van die respondente (75,3 %) is van mening dat hulle suksesvol tot baie suksesvol is in hulle huidige beroepe. Van die groep wat hulself as suksesvol beskou, verwag 45,2 % meer sukses namate hulle die toppunt van hulle loopbane nader. Loopbaansukses is baie belangrik vir die respondente aangesien 90,8 % aangedui het dat dit vir hulle belangrik tot baie belangrik is. Die respondente se evaluering van hulle sukses en die belangrikheid daarvan vir hulle word beïnvloed deur die bestuursvlak waarin hulle ten tyde van die opname was, hulle ouderdom en huistaal.

Die eienskappe wat die respondente die belangrikste ag in hulle werk is die wat direk verband hou met die aard van hulle werk, terwyl die wat hulle as die mins belangrike ag weer te doen het met die randaspekte van hul werk (fisiese werksomstandighede, werksekuriteit, ens.).

7.1.5 Bestuursvaardighede

Dit blyk uit 'n faktorontleding wat gedoen is op die respondente se evaluering van die mate waarin hulle oor die 14 bestuursvaardighede beskik, dat hierdie vaardighede in drie kategorieë verdeel kan word, naamlik:

- (i) administratiewe
- (ii) tegniese, en
- (iii) interpersoonlike vaardighede.

Dit het verder ook geblyk dat die blote feit dat 'n persoon in 'n bestuursposisie is sy persepsie beïnvloed van

die mate waarin hy oor hierdie vaardighede beskik. Dit kan wees omdat 'n mens jou eie vermoëns leer ken wanneer jy jouself in 'n situasie bevind waarin jy sulke vaardighede nodig het. Ander veranderlikes wat die respondente se persepsie beïnvloed van die mate waarin hulle oor die bestuursvaardighede beskik, is werkgewersector, ouderdom en bestuursvlak.

7.1.6 Loopbaanankers

Schein (1982 : 16) se berekeningsmetode om loopbaanankers te bepaal is ook in hierdie studie gebruik in sover dit die data rondom loopbaanankers betref. 'n Faktorontleding wat gedoen is op die reaksies op vraag 9 (sien bylae A), het aangedui dat die patroon waarin hierdie verskillende items gegroepeer het, ooreenstem met die van Schein (1982 : 16).

Die anker bestuursbekwaamheid het die hoogste gemiddelde telling behaal ($\bar{X} = 4,7$), met identifisering met organisasie/beroep ($\bar{X} = 4,6$) kort daarna. Veranderlikes soos werkgewersector, beroep, ouderdom en geografiese gebied het loopbaanankers beïnvloed. So byvoorbeeld, het die jonger respondente (30-34 jaar) sterker met die entrepreneurskap/kreatiwiteitsanker geassosieer as die ouer respondente, terwyl die respondente ouer as 65 jaar weer sterker geassosieer het met verskeidenheid en bestuursbekwaamheid.

7.1.7 Redes waarom bestuursopleiding ondergaan is

Die oorgrote meerderheid respondente (94,1 %) het aangedui dat die besluit om bestuursopleiding te ondergaan self-geïnisieerd is. Die belangrikste redes waarom die

respondente bestuursopleiding wou ondergaan was om bestuursvaardighede, soos finansiële en interpersoonlike vaardighede, aan te leer sowel as om hul loopbaanmoontlikhede te verbeter.

Die respondente was van mening dat kursusse in bestuursopleiding teoreties sowel as prakties goed beplan is. Bestuursopleiding is ook gesien as 'n middel waardeur bestuursvaardighede ontwikkel kan word. Dit was van die redes wat deur die respondente aangevoer is waarom hulle van mening was dat hul bestuursopleiding voldoen het aan hul verwagtings.

Die enkele respondente (13.4 %) wat aangedui het dat hul bestuursopleiding nie aan hul verwagtings voldoen het nie, het gesê dat dit hoofsaaklik toe te skryf was aan die feit dat hul loopbaanverwagtings nie gerealiseer het nie of dat die kursus te teoreties of te akademies was.

7.1.8 Studievelde

Oor die algemeen het die respondente die standaard van opleiding in die verskillende studievelde as voldoende beskou. Slegs een vak (Konstruksiebestuur) het 'n laer gemiddeld as 3,0 op 'n vyfpuntskaal behaal. Finansiële Bestuur, wat in die meeste respondente se bestuursopleiding ingesluit was, het 'n gemiddeld van 4,2 vir die standaard van opleiding behaal. Dit was een van die studievelde wat deur die meerderheid van die respondente wat dit bestudeer het (66,8 %), geïdentifiseer is as vak wat die meeste praktiese waarde het.

Slegs enkele respondente het redes aangevoer waarom hulle nie tevrede was met hul opleiding nie. Dit was hoofsaaklik vanweë ontoereikende inhoud van studievelde, gebrek-

kige opleidingsvaardighede van lektore en te hoë tegniese inhoud van vakke. Konstruksiebestuur is een van die vakke wat deur die respondente geïdentifiseer is as vak met 'n lae standaard van opleiding asook met 'n lae praktiese waarde.

7.1.9 Waarde van bestuursopleiding

Sover dit die waarde van bestuursopleiding betref, was dit duidelik dat bestuursopleiding van groter waarde is vir top- en senior bestuur as vir persone in die laer bestuursvlakke. Die respondente was van mening dat dit nie regtig van waarde is vir mense wat nie in bestuursposte is nie.

Die bydrae wat bestuursopleiding gelever het ten opsigte van die ontwikkeling van bestuursvaardighede is gesien as laer as die bydrae wat die respondente se werkervaring gelever het. Die enigste twee vaardighede waartoe bestuursopleiding 'n groter bydrae gelever het as werkerervaring was in die ontwikkeling van analitiese en probleemoplossingsvaardighede, en gebalanseerde leergewoontes en -vaardighede.

7.2 GEVOLGTREKKINGS

Hierdie studie omskryf die vaardighede, loopbaanankers en die houding teenoor opleiding van 'n groep persone wat nagraadse bestuursopleiding by 'n Suid-Afrikaanse universiteit ondergaan het. 'n Duidelike onderskeid kan getref word tussen daardie persone wat 'n bestuursposisie bekleed en die wat nie in 'n bestuursposisie is nie. Binne hierdie twee subgroepe is verskille gevind ten opsigte van hul bestuursvaardighede, loopbaanankers en hulle evalue-

ring van die bydrae wat deur hul bestuursopleiding en werkervaring gemaak is ten opsigte van die ontwikkeling van bestuursvaardighede.

Die resultate van die studie het moontlik beperkte veralgemeningsmoontlikhede omdat die verteenwoordigendheid van die steekproef respondente tot die MBA/MBL-alumni in die algemene populasie nie bekend is nie. Dit kan nie aanvaar word nie dat die MBA/MBL-gegradueerdes in die RGN-register 'n verteenwoordigende steekproef van die MBA/MBL-gegradueerdes in Suid-Afrika is. Die bevindinge van hierdie studie is egter van toepassing op 'n groot aantal persone met bestuursopleiding (N=1005) en kan veralgemeen word na 'n selfs groter groep (N=2 188), naamlik die ondersoekgroep.

Hierdie studie bevestig die feit dat Suid-Afrika se bestuurders tans uit 'n klein poel, naamlik die blanke manlike bevolkingsgroep, getrek word. Human et al. (1982 : 205) het onder meer gesê dat slegs 5,5 % van die ekonomies bedrywige bevolking van Suid-Afrika in 1982 in die kategorie "professional, technical, administrative and managerial workers" val, terwyl ooreenstemmende syfers vir die VK en VSA 14,7 % en 24,7 % respektiewelik, is. Bestuurders maak egter slegs 2,0 % van die ekonomies bedrywige bevolking in Suid-Afrika uit. Dit beteken dat daar in Suid-Afrika slegs een bestuurder is vir elke veertig tot vyftig werkers, terwyl die meeste ontwikkelde lande daarop aanspraak maak dat daar een bestuurder is vir elke agt tot tien werkers (Ravensdale 1984 : 19).

Volgens berekeninge wat deur Sadie (1984 : 14 et seqq.) gemaak is, sal die blanke manlike bevolking, wat tot op datum die primêre bron vir die Suid-Afrikaanse bestuurder was, nie meer in staat wees om die addisionele getal bestuurders wat in die toekoms nodig sal wees, te voorsien

nie. Dit is hoofsaaklik omdat die verwagte groei in die blanke manlike bevolking kleiner is as die verwagte vraag na addisionele bestuurders (Sadie 1981 : 14; Jackson 1982 : 13-15).

Uit die bogemelde syfers kan die gevolgtrekking gemaak word dat die bestuursmannekragprobleem in Suid-Afrika 'n geval is van "... one of supply, that in other words there are not enough good people around" (Ravensdale 1984 : 19). Dit sou egter 'n valse gevolgtrekking wees. Suid-Afrika het duidelik 'n groot aantal persone wat oor genoegsame kwaliteite beskik om as bestuurders benut te word, naamlik blanke vroue en lede van die ander bevolkingsgroepe. Hierdie persone word egter nie as bestuurders benut nie vanweë 'n gebrek aan opleiding en ervaring as bestuurders asook negatiewe houdings teenoor hulle (geslags-, rasse- en kultuur-vooroordeel) (Bender 1980 : 2-5; Ama survey 1980 : 36; Human et al. 1982:177-179).

Belangstelling in bestuur moet in alle bevolkingsgroepe aangemoedig word en opleidings- en loopbaangeleenthede moet ook ontwikkel word. Dit kan in stryd wees met diepliggende vooroordele, maar dit is moontlik vir privaatondernemings en bestuurders om in hierdie opsig die leiding te neem en om die verlangde veranderinge te inisieer om sodoende individuele sowel as ondernemingswelvaart te verseker.

Die bestaande bestuursopleiding in Suid-Afrika moet voortdurend geëvalueer word in terme van die behoefte van die bestuurspraktyk. As dit nie gedoen word nie, sal dit nie slaag in die doel om effektiewe bestuurders op te lei nie. Bestuursopleiding is in hierdie stadium reeds van minder waarde in die ontwikkeling van bestuursvaardighede as indiens-werkervaring. Dit wil voorkom of formele bestuursopleidingsprogramme die ontwikkeling van anali-

tiese, probleemoplossings- en besluitnemingsvaardighede beklemtoon en dat min aandag verleen word aan die ontwikkeling van daardie vaardighede wat nodig is om die probleme wat opgelos moet word te vind, die bereiking van verlangde resultate te beplan of om die operasionele planne wat gemaak is uit te voer of van interpersoonlike vaardighede. Hierdie vaardighede moet blykbaar in die werk aangeleer word. Dit is belangrik om te onthou dat rasionele oplossings vir probleme nie genoeg is nie; die vermoë om menslike emosies te kan hanteer is ook belangrik en dit is hierin wat die bestaande bestuursopleiding faal. Laasgenoemde vaardighede kan nie met behulp van geskrewe gevallestudies aangeleer word nie, maar slegs in die hantering van werklike situasies. Die moontlikheid moet ondersoek word om die persone wat bestuursopleiding ondergaan, bloot te stel aan werklike mense of aan werklike gevalle in opleidingsprogramme wat `of in die klas-kamer `of in die nywerheid aangebied word. Deur middel van sulke programme kan studente leer deur die verantwoordelikheid te aanvaar vir wat ook al plaasvind in daardie spesifieke situasie deur self te ontdek wat slaag in die praktyk en wat nie.

Wat die studievergelde betref, het dit duidelik geword dat sommige min praktiese waarde inhou. Om dit as deel van die kurrikulum van bestuursopleiding te behou moet heroorweeg word. Die studievergelde wat geïdentifiseer is deur meer as 40.0 % van die respondente wat dit bestudeer het as daardie velde wat die minste praktiese waarde inhou, is Konstruksiebestuur, Produksiebestuur, Eksterne Betrekkinge, Aankope en Regsaspekte. Die kurrikulum van bestuursopleiding moet voortdurend geëvalueer word aan die hand van die immer veranderende eise wat aan die bestuurder gestel word. Bestuursopleiding moet ten doel hê om 'n gebalanseerde inhoud aan te bied waar leer deur te doen gekombineer word met kognitiewe kennis. Die oplei-

ding moet oor beide bestekwydte en ontledingsdiepte beskik.

Betreffende die ontwikkeling van bestuursvaardighede moet dit ook die doel met bestuursopleiding wees om gebruik te maak van 'n aksie-kennisstrategie met 'n sterk vaardigheid-ontwikkelinguitgangspunt. Strategieë vir volwasse-leer moet ingesluit word sodat 'n persoon kan groei en leer soos wat hy ervaring opdoen. Bestuursopleiding moet egter ook waardevolle kennis van bestuurskonsepte en -beginsels wat in die praktyk gebruik kan word, beskikbaar stel. Dit moet egter nie gedoen word met die oog daarop om 'n voorgeskrewe stel gebruike daar te stel wat studente slaafs moet navolg en sodoende 'n kunsmatige styl wat nie met hul persoonlikhede ooreenstem nie aan te neem nie. Dit stem ooreen met wat vroeër gesê is oor die blootstelling aan werklike situasies.

Bestuursopleiding is egter as waardevol gesien vir bykans alle bestuursvlakke en veral vir die hoër vlakke. Dit kan dus aanvaar word dat dit 'n mens wel met daardie kennis wat nodig is vir die hoër bestuursvlakke toerus. Dit beteken egter nie dat 'n mens noodwendig na topbestuur sal vorder bloot net omdat 'n mens oor 'n MBA/MBL beskik nie. Nie alle respondente is as bestuurders geïdentifiseer nie, wat beteken dat MBA/MBL nie 'n ope uitnodiging tot bestuur is nie. 'n Mens moet realistiese verwagtinge hê van watter loopbaangeleenthede beskikbaar sal wees na voltooiing van bestuursopleiding voordat 'n mens dit aanpak. Bestuursopleiding op sigself is nie genoeg om 'n effektiewe bestuurder te wees nie, maar 'n mens moet ook in staat wees om met en deur ander mense te kan werk. Dit is noodsaaklik om deur ervaring vas te stel of jy uitgeknipt is om 'n bestuurder te word; bestuursopleiding is egter 'n hulpmiddel wat gebruik kan en moet word.

Bestuursbekwaamheid is geïdentifiseer as die belangrikste loopbaananker, wat beteken dat dit die dominante anker is van die meerderheid respondente. Dit kan ook die rede wees waarom sommige van hulle besluit het om bestuursopleiding te ondergaan. Alhoewel Schein (1982) nie die vraelys rondom loopbaanankers vir die doel ontwikkel het nie, kan die moontlikheid om dit as keuringsinstrument vir MBA/MBL studente te gebruik, ondersoek word. Die persone wat bestuursbekwaamheid, entrepreneurskap/kreatiwiteit, outonomie en verskeidenheid as loopbaanankers het, kan die geskikste kandidate wees, maar verdere navorsing hieroor is nodig.

APPENDIX A: THE QUESTIONNAIRE

Raad vir Geesteswetenskaplike Navorsing

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Verwysing
Reference N/2/2

U verwysing
Your reference



RGN-HSRC

Dear Sir/Madam

EFFECTIVENESS OF POST-GRADUATE MANAGEMENT TRAINING

The Institute for Manpower Research (IMAN) of the HSRC is currently doing research on the effectiveness of the post-graduate management training offered by South African business schools. The need for this research originated from the pressure that has been placed on South African managers in the country's present economic development - the importance of their training can therefore hardly be underrated.

The usefulness of this training will mainly depend on the extent to which it helps the manager to acquire and develop the knowledge, qualities and skills he needs in practice - and this is precisely what this research programme will attempt to determine. It will also attempt to determine what the career orientation of people with this qualification is and in which occupations they find themselves - even if not in a manager's position.

However, this research programme can not be conducted without the co-operation of those who have successfully completed management training courses. This is why a questionnaire has been sent to you.

You are kindly requested to complete the questionnaire and return it to the HSRC in the enclosed envelope. Some of the questions may appear to overlap, but they have been drawn up like this for a purpose - please answer all the questions. The information obtained during this research will be treated as confidential and used only for research purposes. Although it will be published in a HSRC report nobody will be able to trace any of the information to a specific individual.

Thank you for your co-operation in this important investigation.

Yours faithfully

DIRECTOR
INSTITUTE FOR MANPOWER RESEARCH

MARK WITH A ✓ WHERE APPLICABLE

THE CONCEPT "MANAGEMENT TRAINING" IN THIS QUESTIONNAIRE REFERS TO MBA, MBL, DBA, DBL, AND HONS. IN BUSINESS ADMINISTRATION (PU FOR C.H.E. AND US) AND NOT TO ANY OTHER MANAGEMENT COURSE/SEMINAR.

- 1 YOUR IDENTITY NUMBER _____
- 2 OCCUPATION
Please give a functional description of your occupation, irrespective of your training, qualification or rank. (E.g. chemical engineer, personnel manager, computer scientist, and not professional officer, businessman or civil servant.)

- 3 EMPLOYER
Which one of the statements below is applicable to you?
I am self-employed in my own/private business or practice (including (i) partnerships and/or (ii) directors owning more than 50 % of a company's share)
I am employed by:
(a) The government or provincial administration
(b) A local authority (e.g. city or town council)
(c) A semi-government, government-controlled or government-aided institution (e.g. Universities, CSIR, SAR & H, HSRC)
(d) A public corporation (e.g. Iscor, Armscor and its subsidiaries, Rand Water Board, Escom, Ucor)
My employer is a member of the private sector (e.g. private firm, mine, agricultural corporation)
I am not in the labour market (e.g. student, retired person, housewife)
Other (specify kind of employment) _____

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IF YOU ARE NOT IN THE LABOUR MARKET (THAT IS, IF YOU HAVE MARKED 7 IN QUESTION 2), IGNORE THE REST OF THE QUESTIONNAIRE. PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE. YOUR PARTICIPATION IN THIS INVESTIGATION IS VERY IMPORTANT.

4 SALARY/INCOME

4.1 What was your annual salary/income as at 1 March 1983?

Please answer all the categories applicable to you. Please read the whole question before you answer it, otherwise overlapping may occur.

4.1.1 Basic salary/income (excluding fringe benefits and income from investments).

(a) Employees

Please indicate your annual salary before any deduction. Only the salary received as a result of the direct pursuit of your present occupation must be indicated.

Include: Pensionable allowance

R _____ per annum

(b) Persons who have their own business or practice.

(i) Net income from the direct pursuit of your occupation (prior to taxation)

R _____ per annum

(ii) Income (prior to taxation) from related salaried work done after hours

R _____ per annum

4.1.2 Director's fee (prior to taxation) received as a result of the pursuit of the occupation as marked in question 1

R _____ per annum

4.1.3 Income (prior to taxation) derived from

(a) Overtime

R _____ per annum

(b) Lecturing in a part-time capacity

R _____ per annum

(c) Consultation

R _____ per annum

4.1.4 Bonuses (prior to taxation)

(a) Profit-sharing, trade, production bonus

R _____ per annum

(b) Cash bonus (e.g. service, holiday, Christmas bonus)

R _____ per annum

4.1.5 Total income from above-mentioned sources (4.1.1 to 4.1.4)

R _____ per annum

Office use

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11-15
Record number
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4.2 Fringe benefits (Employees only)

Please indicate whether or not you receive any of the fringe benefits listed below from your employer and if so, what in your estimation is its average annual value to you and your family?

Fringe benefit	Do you receive the fringe benefit?		Average annual value
(a) Employer's contribution to pension or endowment fund, medical fund	No	Yes →	R. _____ per annum
(b) Free or subsidized motor-car for private use	No	Yes →	R. _____ per annum
(c) Entertainment allowance	No	Yes →	R. _____ per annum
(d) Housing subsidy from your employer (interest rate of loan subsidized by your employer) OR Housing or lodging at a reduced fee or free. Indicate the difference between the normal tariff and what you pay	No	Yes →	R. _____ per annum
(e) Other, such as employer's contribution to - clothing, telephone, insurance premiums, university training, subsidized purchases, cafeteria facilities, et cetera	No	Yes →	R. _____ per annum

4.3 What was your annual salary/income directly after completing your management training? (Total income + fringe benefits.)

Salary

R. _____

Year in which management training was completed

19 _____

5 MANAGEMENT TRAINING

5.1 Who initiated the idea of your attending management training?

I did

The company/my employer

Other (specify) _____

1
2
3

5.2 What was your personal motivation for attending management training?

5.3 Did your management training come up to your expectations as indicated in Question 5.2?

Yes

No

Not sure

1
2
3

To what would you attribute it?

5.4 Have you attended any management or other related courses (of two weeks or longer) to supplement/refresh the knowledge you obtained during your management training, since completing it? (That is courses such as Post-graduate diplomas in business and/or seminars, etc..)

Yes

No

Not applicable - have only recently completed training

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5.4 (Continued)

If "Yes"

- (a) What was the nature thereof? (e.g. leadership seminar, Diplomas in Business Administration, etc.)

- (b) What was the duration thereof? (e.g. 2 weeks, 3 months or 1 year.)

5.5 Indicate which of the following fields of study were included in your management training and, if so, what was your personal opinion of the standard of training. (Use the scale 5 = good to 1 = poor.)

Code	Field of study	Not in- cluded	Good ← → Poor				
			5	4	3	2	1
01	Administration						
02	Business Economics						
03	Marketing Management						
04	Management Information Systems						
05	Financial/Management/Management Accounting						
06	Construction Management						
07	Manpower Management						
08	Business Policy						
09	Organizational Design and Development/ Organizational Studies						
10	Personnel Management/Human Relations/ Human Relations and Organizations						
11	Production Management						
12	Legal Environment of Business						
13	Statistics/Quantitative Methods						
14	Other (specify) _____						

- 5.6 If you have indicated 1 or 2 opposite any of the fields of study in Question 5.5, (that is, in which you think the standard of training was poor) please give the main reason why you think the standard of training to have been poor. Give the code of the field of study as in Question 5.5. If you have indicated 1 or 2 opposite more than one field of study, give the three fields of study in which the standard of training was the poorest in your opinion, and give the main reason for each.

Code Main reason

- 5.7 By making use of the subject codes in Question 5.5, please indicate the three subjects which have the most practical use in your present work situation.

- 5.8 By making use of the subject codes in Question 5.5, please indicate the three subjects which have the least practical use in your present work situation.

Office use

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Identity number 3-15

Record number 16-19

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6 MANAGEMENT SKILLS

- 6.1 Below is a list of skills that managers possess to varying degrees. In a later question you will be asked to rate yourself on these skills. Here we are concerned only with the contribution of your educational and job experiences to the development of these skills, no matter to what extent you may possess them. Indicate according to the scale +2 = a great deal, +1 = a little contribution, 0 = no relation between skill and education/job experiences and -1 = where a given skill was decreased as a result of educational and job experiences. Please indicate the contribution of your management training and job experiences toward each skill.

		Contribution of management training		Contribution of job experiences		
(a) Command of basic facts. Knowledge of basic facts, such as the determination and knowledge of the level of stocks, the price of a commodity, and the names of persons with specific functions, and the structure of the organization, etc.		-1	0	+1	+2	-1 0 +1 +2
(b) Relevant professional understanding, e.g. knowledge of the technology of a product or production processes, advertising or accounting practice. Realistic knowledge about the business world (that is knowledge of important inputs to managerial decisions).		-1	0	+1	+2	-1 0 +1 +2
(c) Continuing sensitivity to events. The skills involved in getting "hard data" of quantities, facts, figures, and "soft data" of other people's feelings, emotions, level of satisfaction and dissatisfaction, the processes influencing the behaviour of groups and organizations, and using them in managerial decisions.		-1	0	+1	+2	-1 0 +1 +2
(d) Analytical, problem solving, decision/judgement-making skills. The ability to identify problems, to consider alternatives/likely outcomes against criteria of choice, and to plan the necessary sequence of actions to achieve an objective and calculating the return from an investment, etc.		-1	0	+1	+2	-1 0 +1 +2
(e) Social skills and abilities. Skills appropriate to plans and decisions which are concerned with working with and through people, and the group and organizational processes which stem from the fact that they are made up of people. (Includes leadership.)		-1	0	+1	+2	-1 0 +1 +2
(f) Emotional resilience. To be able to work as effectively in stress inducing situations as otherwise. To be stimulated by emotional and interpersonal crises rather than becoming exhausted or debilitated by them.		-1	0	+1	+2	-1 0 +1 +2
(g) Proactivity. The inclination to respond purposefully to events and positively seeking to achieve. It determines the extent to which a person is capable to see things through and to take risks. Skills in implementing decisions and getting things done.		-1	0	+1	+2	-1 0 +1 +2
(h) Creativity. The ability to come up with unique new approaches to situations, and recognize and take up useful approaches from elsewhere.		-1	0	+1	+2	-1 0 +1 +2
(i) Mental ability. Being able to quickly sum up complex situations, grasp problems and solve them in spite of uncertainty and incomplete information, and to think of several things at once.		-1	0	+1	+2	-1 0 +1 +2
(j) Balanced learning habits and skills. To learn from experts, make up own mind, being capable of abstract as well as concrete, practical thinking and to move one thing to another. Having a broad understanding of what managerial skills are.		-1	0	+1	+2	-1 0 +1 +2

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6.1 (Continued)

	Contribution of manage- ment training	Contribution of job expe- riences
(k) Time-management. Being able to exploit the available time to the absolute maximum.	-1 0 +1 +2	-1 0 +1 +2
(l) Supervising skills. Being able to manage the work of other people and to organize and integrate their activities so that the objectives of the workgroup will be achieved.	-1 0 +1 +2	-1 0 +1 +2
(m) Self-confidence and decisiveness. Effective handling of problems and situations in which an individual may find himself, and the speed, readiness, and confidence with which decisions are made.	-1 0 +1 +2	-1 0 +1 +2
(n) Communication skills. The ability to communicate ideas, proposals, and decisions in writing and/or orally so that it is clear and comprehensible.	-1 0 +1 +2	-1 0 +1 +2

- 6.2 Please rate the contribution of your undergraduate training, management training and job experiences to the development of each of the areas listed below. (Use the scale 0 = no contribution, 1 = some contribution and 2 = a significant contribution.)

	Under- graduate training	Manage- ment training	Job expe- riences
(a) General attitudes and values	0 1 2	0 1 2	0 1 2
(b) Professional and ethical standards	0 1 2	0 1 2	0 1 2
(c) Attitudes and personal characteristics needed in your profession	0 1 2	0 1 2	0 1 2

7 PRESENT POSITION

- 7.1 Do you fill a management post at present?

Yes	1
No	2

If "No", to what would you attribute this fact? (Seeing that you have completed management training.)

If "Yes":

- (a) On which level of management would you place yourself?

Top management	1
Senior management	2
Middle management	3
Lower level of management	4

- (b) What percentage of time do you spend on average (per month) on any management activities in your present job? (Working time = office hours + overtime.)

- (c) How long have you been at the present level of management? (To the nearest full year.)

_____ year(s)

- (d) On what date did you obtain a management position for the first time? (Irrespective of the level of management.)

Month _____ Year 19 _____

- (e) How many levels of management are there above your position? (Give number.)

- (f) How many levels of management are there in your company (from first level supervision to president)? (Give number.)

Office use

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- 7.2 What is your feeling about the value of your management training for each of the following groups? (Indicate the degree of importance according to the scale 5 = high to 1 = low.) Please answer every statement.

	Value				
	High	4	3	2	Low
(a) All levels of management					
(b) Top management					
(c) Senior management					
(d) Middle management					
(e) Lower level of management					
(f) People most likely to be promoted to a management position					
(g) People not in management positions					

- 7.3 Successfulness.

	Unsuccessful			Very successful	
	1	2	3	4	5
(a) At this point in your professional life, how successful do you think you are in your work?					
(b) How successful do you think you will be at the height of your career?					
	Unimportant			Very important	
	1	2	3	4	5
(c) How important is it to you to be successful in your work?					

- 7.4 The list below shows a number of characteristics of a job. Please indicate how important each characteristics is to you with regard to your present and future jobs. (Use the scale 1 = not at all important to 5 = very important.)

	Not at all important			Very important	
	1	2	3	4	5
(a) Reasonable workload					
(b) Opportunity for advancement					
(c) Department where people are friendly and congenial					
(d) Challenging work to do					
(e) Work from which I could get a personal sense of accomplishment					
(f) Highly regarded organization					
(g) Recognition for doing a good job					
(h) Job which allows me to make a real contribution to the success of the organization					
(i) Good physical working conditions					
(j) Training or educational opportunities (to improve my knowledge or skills)					
(k) Efficiently run department					
(l) Considerable freedom to adopt my own approach to the job - to be creative and original					
(m) Job regarded highly by others in the company - a job with some prestige					
(n) Good fringe benefits					
(o) Job which leaves sufficient time for family and personal life					
(p) Work that is relevant to social problems					
(q) Job security (steady work)					
(r) Opportunity for high earnings					
(s) Location					
(t) Opportunity to exercise leadership					
(u) Job which allows me to make a contribution to society					
(v) Opportunity to work with people rather than with things					
(w) Other (please specify) -----					

Office use

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- 7.5 Please indicate the extent to which you agree with the following statements.
(Use the scale 1 = strongly disagree to 5 = strongly agree.)

	Strongly disagree		Strongly agree		
(a) If I had to change the kind of work I do, I would be very frustrated and unfulfilled	1	2	3	4	5
(b) I like to think about my work, even when off the job	1	2	3	4	5
(c) My only interest in my job is to get enough money to do the things that I want to do	1	2	3	4	5
(d) I wish I were in a completely different occupation	1	2	3	4	5
(e) My main satisfaction in life come from the work I do	1	2	3	4	5

8. SELF-ASSESSMENT

Below is a list of the skills that you have already assessed in question 6.1. This time, please indicate the degree to which you now possess each of the listed skills. (Use the scale 0 = not at all to 4 = to a great extent.)

	Not at all	To a great extent			
(a) Command of basic facts	0	1	2	3	4
(b) Relevant professional understanding	0	1	2	3	4
(c) Continuing sensitivity to events	0	1	2	3	4
(d) Analytical problem solving, decision/judgementmaking skills	0	1	2	3	4
(e) Social skills and abilities	0	1	2	3	4
(f) Emotional resilience	0	1	2	3	4
(g) Proactivity	0	1	2	3	4
(h) Creativity	0	1	2	3	4
(i) Mental agility	0	1	2	3	4
(j) Balanced learning habits and skills	0	1	2	3	4
(k) Time-management	0	1	2	3	4
(l) Supervising skills	0	1	2	3	4
(m) Self-confidence and decisiveness	0	1	2	3	4
(n) Communication skills	0	1	2	3	4

9. CAREER ORIENTATION

Think back to your recent years in your career. By what kinds of criteria have you made decisions about job moves, company moves, whether or not to accept new assignments, and other career decisions. Think also about the kinds of criteria which are important to you as you think about future career decisions you will be making.

The items below are designed to help you identify what kind of criteria you have used in the past and which may be important to you in the future.

For each criterion, circle a number which best describes how important that criterion has been and continues to be in your career decisions.

If you feel that your present or future criteria are different from past ones, answer in terms of the present or future. We want to understand how you look at these criteria now and how they will influence future career decisions, even though some of them are worded in terms of the past.

There are no right or wrong answers, except in terms of their importance to you. So be honest with yourself.

Office use

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Identity number 3-15

Record number 16-19

9.1 How important is each one of the following statements to you? Use the scale
1 = of no importance to 6 = Centrally important.

	Of no impor- tance						Centrally important					
	1	2	3	4	5	6	1	2	3	4	5	6
(a) To build my career around some specific functional or technical area												
(b) The process of supervising, influencing, leading and controlling people at all levels												
(c) The change to pursue my own lifestyle and not to be constrained by the rules of an organization												
(d) An organization which will provide security through guaranteed work, benefits, good retirement program, etc.												
(e) The use of my interpersonal and helping skills in the service of others												
(f) Being identified with and gaining status from my occupation												
(g) An endless variety of challenges in my career												
(h) To be able to create or build something that is entirely my own product or idea												
(i) Remaining in my specialized area as opposed to being promoted out of my area of expertise												
(j) To be in a position of leadership and influence												
(k) A career which is free from organization restrictions												
(l) An organization which will give me long run stability												
(m) The process of seeing others change because of my effort												
(n) To be recognized by my title and status												
(o) A career which provides a maximum variety of types of assignments and work projects												
(p) The use of my skills in building a new business enterprise												
(q) Remaining in my area of expertise rather than being promoted into general management												
(r) To rise to a position in general management												
(s) A career which permits a maximum of freedom and autonomy to choose my own work, hours, etc.												
(t) Remaining in one geographical area rather than being prompted into moving because of a promotion												
(u) Being able to use my skills and talents in the service of an important cause												
(v) Being identified with a powerful or prestigious employer												

Office use

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9.2 How true is each one of the following statements for you? Use the scale
1 = not at all true to 6 = completely true.

	Not at all true						Completely true					
	1	2	3	4	5	6	1	2	3	4	5	6
(a) The excitement of participating in my areas of work has been the underlying motivation behind my career												
(b) I have been motivated throughout my career by the number of ideas or products which I have been directly involved in creating												
(c) I will accept a management position only if it is in my area of expertise												
(d) I would like to reach a level of responsibility in an organization where my decisions really make a difference												
(e) During my career I have been mainly concerned with my own sense of freedom and autonomy												
(f) It is important for me to remain in my present geographical location rather than to move because of a promotion or new job assignment												
(g) I have always sought a career in which I could be of service to others												
(h) I like to be identified with a particular organization and the prestige that accompanies that organization												
(i) An endless variety of challenges is what I really want from my career												
(j) Entrepreneurial activities are an important part of my career												
(k) I would leave my company rather than be promoted out of my area of expertise												
(l) I want to achieve a position which gives me the opportunity to combine analytical competence with supervision of people												
(m) I do not want to be constrained by either an organization or the business world												
(n) I prefer to work for an organization which provides life-time employment												
(o) I want a career in which I can be committed and devoted to an important cause												
(p) I want others to identify me by my organization and my job title												
(q) I have been motivated throughout my career by using my talents in a variety of different areas of work												
(r) I have always wanted to start and build up a business of my own												
(s) I prefer to work for an organization which will permit me to remain in one geographical area												

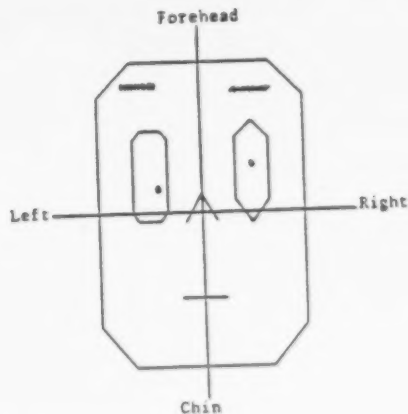
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APPENDIX B
INTERPRETATION OF CHANGES IN THE CHERNOFF FACE EXPRESSIONS AS THE VARIABLES CHANGE FROM SMALL TO LARGE

Variable

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12



Feature

- Right side of forehead
- Left side of forehead
- Left eyebrow
- Right eyebrow
- Socket of left eye
- Socket of right eye
- Pupil of left eye
- Pupil of right eye
- Shape of nose
- Shape of mouth
- Right side of chin
- Left side of chin

Changes in variables:

Small

Large

1

2

3

4

5 & 6

7

8

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10

11

12

APPENDIX C

SELF-SCORING OF CAREER ORIENTATIONS ACCORDING TO SCHEIN

Under each of the orientation headings transfer your answers to the items indicated. Then add the total score for the column and divide by the number of items in that column to get your average for that orientation.

TF.	MGR.	AUT.	SEC.1	SEC.2	SER.	ID.	VAR.	ENT.
1__	2__	3__	4__		5__	6__	7__	8__
9__	10__	11__	12__		13__	14__	15__	16__
17__	18__	19__		20__	21__	22__	23__	24__
25__	26__	27__		28__	29__	30__	31__	32__
33__	34__	35__	36__		37__	38__	39__	40__
				41__				
TOTAL	—	—	—	—	—	—	—	—
	5	5	5	3	3	5	5	5
AVERAGE	—	—	—	—	—	—	—	—

The nine scale scores are based on a statistical analysis of which items tend to cluster together. Six of the scale scores are identical to the career anchor categories previously identified:

Tf.	--	technical/functional
Mgr.	--	managerial
Aut.	--	autonomy/independence
Sec. 1--	--	security based on job tenure
Sec. 2--	--	security based on geographic stability
Ser.	--	service/dedication to a cause
Entr.	--	entrepreneurial creativity

Notice that the security items divided into two kinds based either on organizational tenure or geographic stability.

In addition two other scales were identified:

Id. -- organizational/occupational identity
Var. -- variety

If you scored high on either of these, look back at the items to see what values were important to you.

Source: SCHEIN, E. H. Career Anchors: An Interview Exercise in Determining Your Career Options and Constraints.
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